



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



2013-2014 Undergraduate and Graduate
Course Catalog

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, English, history, human biology, human services, interdepartmental sciences, international business, liberal studies, management, marketing, nursing, occupational therapy, physical therapy, political science, psychology, public health, sociology, and sports and recreation management.

Graduate degrees are available in accounting and taxation, business administration, clinical psychology, counseling, education, fine arts, forensic psychology, nursing, occupational therapy, public administration (master's); education (C.A.G.S.); educational leadership and supervision, educational psychology, individual and institutional development, teaching and learning, physical therapy, professional counseling and supervision, and psychology (doctorate).

AIC's flexible scheduling allows for courses to be held during the day, evenings, and on weekends in the fall and spring terms, and during intersession (January), summer sessions, and online. Courses are offered in three-week, six-week, eight-week, and fifteen-week sessions.

The student body consists of 1500 undergraduate students from 33 states and 30 countries, and over 2100 graduate students.

Wireless Internet access is available throughout the campus.

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.



THE PRESIDENT'S MESSAGE

It is with great pleasure that I invite you to explore this catalog and investigate for yourself the full breadth and depth of the degree programs here at American International College. The AIC curriculum is built on a foundation of courses that liberate thinking and foster learning, and our professional programs enable you to gain practical knowledge and skills in the areas of greatest demand in regional, national, and global markets.

If there is one thing that you should know about AIC, it is this: through high-quality, relevant, academic programs in a seamless learning environment, this is a place where all students have the opportunity to thrive. Our faculty is well known for being caring, supportive, and dedicated to the success of all our students. For over 125 years, the student has been the focus of our educational enterprise, and that focus sharpens every single year.

Our size—AIC is small but dynamic—is one of our greatest attributes, and it enables all students on the Springfield campus to recognize and interact with their classmates, faculty members, and the administrative staff. We are an engaging educational community—a family full of ideas and diversity—to which you are a welcome addition. At AIC you will find a level of comfort that is both satisfying and rewarding.

If you are still looking for a school that is a good fit for you, I urge you to seriously consider American International College as the provider of your higher educational development. If you are a returning student, you know all this already, and we are more than happy to welcome you back.

With warm personal regards and best wishes,

A handwritten signature in black ink, appearing to read 'Vincent M. Maniaci', with a long horizontal flourish extending to the right.

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
3 Burlington Woods Drive
Suite 100
Burlington, MA 01803
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 Business programs are 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.

The College reserves the right to alter any of the rules and regulations outlined in this catalog and also in the Academic Regulations. 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.

NOTE: For updated information, please visit our website at: www.aic.edu. Additional sources of information regarding college policies can be found in the Undergraduate Academic Regulations, Graduate Academic Regulations, and the Student Handbook. Students are responsible for the information contained in each.

Notice of Nondiscrimination

American International College (the “College”) is committed to providing equal educational opportunities to all students and to maintaining an environment that encourages mutual respect. The College prohibits discrimination against any student or applicant for enrollment because of race, color, national or ethnic origin, age, religion, disability, sex, sexual orientation, gender identity and expression, veteran status (special disabled veterans, disabled veterans and Vietnam-era veterans), or any other characteristic protected under applicable federal or state law.

There are several different forms of discrimination. Accordingly, the College prohibits discriminatory conduct of any kind, including unequal treatment, harassment (including sexual harassment and sexual misconduct), and retaliation.

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 (PL93-380) as amended (PL93-568), and with Titles I and II of the Student Right-To-Know and Campus Security Act (PL103-542).

Information on American International College disclosed in compliance with the Student- Right-to-Know and Campus Security Act, Public Law 103-542, as amended, may be obtained by writing to the Office of the Provost, American International College, 1000 State Street, Springfield, Massachusetts 01109.

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.

For a complete version of the College’s Discrimination Policy please see the Student Handbook.

Students with Disabilities

American International College (the “College”) recognizes that students with disabilities are an important part of the campus community. The College complies with Section 504 of the Rehabilitation Act of 1973 (“Section 504”) and Title II of the Americans with Disabilities Act of 1990 (the “ADA”). The College prohibits discrimination on the basis of disability and is committed to providing equal educational opportunity to qualified students with disabilities in accordance with the law. The College also prohibits discrimination against someone solely because of his/her association with an individual with a disability. Section 504 is a civil rights statute designed to prevent discrimination against individuals with disabilities. It provides that:

No otherwise qualified individual with disabilities in the United States . . . shall, solely by reason of his/her disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance . . . 29 USC 794.

The ADA, which took effect in 1992, was modeled after Section 504. It guarantees equal opportunity for individuals with disabilities in employment, public accommodations, transportation, state and local government services, and telecommunications.

Definitions

“Otherwise qualified” means students must be able to meet the technical and academic qualifications for entry into the school, program or activity in order to be considered otherwise qualified.

An “individual with a disability” is a person who:

1. has a physical or mental impairment which substantially limits a major life activity;
2. has record or history of such an impairment; or
3. is regarded as having such an impairment.

“Major life activities” include, but are not limited to: caring for oneself; performing manual tasks; seeing; hearing; eating; sleeping; walking; standing; lifting; bending; speaking; breathing; learning; reading; concentrating; thinking; communicating; and working.

The following major bodily functions are also considered “major life activities”: functions of the immune system; normal cell growth; and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

Requesting academic adjustments or reasonable accommodations

Students with disabilities who need appropriate academic adjustments or reasonable accommodations must identify themselves as having a disability. Disclosure of a disability is always voluntary, but the College will not be able to provide academic adjustments or accommodations without the student first contacting the appropriate party.

- Students with disabilities that effect their participation in academic life should contact Mary Saltus, the College’s Director of Supportive Learning Services, to initiate the process for determining any appropriate academic adjustments that may be made. (413 205-3426; mary.saltus@aic.edu)
- Students with disabilities that effect of other aspects of college life should contact Brian O’Shaughnessy, Dean of Students, to initiate the process for determining what, if any reasonable accommodations may be provided. (413 205-3264; brian.oshaughnessy@aic.edu)

These individuals will assist students with the procedures necessary for requesting appropriate academic adjustments and/or reasonable accommodations. Students should expect to work with the College in an interactive process to identify an appropriate academic adjustment or reasonable accommodation.

Although students may make such requests at any time, requests should be made as early as possible. Some academic adjustments and accommodations may take more time to provide than others. In all instances, the College needs sufficient time to review the request.

Academic adjustments may include modifications to academic requirements, auxiliary aids and services, and reasonable accommodations as necessary to ensure equal educational opportunity. In providing an academic adjustment or reasonable accommodation, the College is not required to lower or substantially modify essential requirements. In addition, the College does not have to make adjustments that would fundamentally alter the nature of a service, program, or activity, or that would result in an undue financial or administrative burden. Finally, the College does not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing.

The College is also not required to accept or retain a student who poses a direct threat to the health or safety of others. “Direct threat” is defined as a “significant” risk of “substantial” harm that cannot be eliminated by reasonable modifications or the provision of auxiliary aids or services. The assessment of whether a student poses a direct threat of harm must be individualized and based on current medical knowledge or on the best available objective evidence.

Once students have contacted the appropriate individual, they will be given an application to fill out regarding their request. Students will also be given guidelines as to the documentation necessary to support their request.

Generally, students must provide documentation prepared by an appropriate professional, such as a medical doctor, psychologist, or other qualified diagnostician, showing that they have a current disability and need an academic adjustment and/or reasonable accommodation. The required documentation may include one or more of the following: a diagnosis of the current disability, as well as supporting information, such as the date of the diagnosis, how that diagnosis was reached, and the credentials of the diagnosing professional; information on how the disability affects a major life activity; and information on how the disability affects academic performance. An individualized education program (IEP) or Section 504 plan may help identify services that have been effective, but is generally not sufficient because of the differences between postsecondary education and high school education. Also, in some cases, the nature of a disability may change.

The documentation must provide enough information to decide what is an appropriate academic adjustment or reasonable accommodation. If the documentation does not meet the College's requirements, students will be informed in a timely manner as to what additional documentation they need to provide. In some instances, this may require a new evaluation. (The College is not required to conduct or pay for a new evaluation to document a disability and the need for an academic adjustment or accommodation.) Once the College has received sufficient documentation, it will review each request in light of the essential requirements for the relevant program. If a student has requested a specific academic adjustment, the College may offer that academic adjustment, or it may offer an effective alternative. Upon completion of the process, students whose applications are approved will receive verification of eligibility; a letter documenting the verification will also be kept on file.

Disability Discrimination Grievance Procedure

It is the policy of American International College not to discriminate on the basis of disability. If you believe that you have been improperly denied an appropriate academic adjustment or reasonable accommodation or otherwise discriminated against on the basis of disability, you may raise your concern with the above-named individuals in an attempt to resolve your concerns on an informal basis. You may also file a formal complaint with the College's Section 504 Coordinator, Brian O'Shaughnessy, who coordinates compliance with the requirements of Section 504 and the ADA.

The College has adopted the following internal grievance procedure to provide for prompt and equitable resolution of formal complaints.

- Grievance must be submitted to the Section 504 Coordinator within thirty (30) days of the date the person filing the complaint becomes aware of the alleged discriminatory action. (The College may extend this time frame when a delay is due to circumstances beyond the student's control, e.g., illness or incapacity.)
- Complaints must be in writing and include a full description of the problem and any relevant facts; a summary of the steps the student has already taken in attempt to resolve the problem, including the names of persons involved; the remedy or relief sought; and the name, contact information, and signature of the person filing it.
- As an initial matter, all grievances will be reviewed to determine whether they are submitted within a timely manner and/or whether they contain all required information. The College will not review a grievance that is untimely or fails to contain all required information, including a clear statement of all grounds for the grievance. To facilitate a clear and prompt resolution, once initiated, a grievance shall not be expanded beyond the issues presented in the initial complaint.
- The Section 504 Coordinator (or her/his designee) will conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an op-

portunity to present witnesses and submit other evidence relevant to the complaint. The Section 504 Coordinator will maintain the files and records of the College relating to such grievances.

- The Section 504 Coordinator will issue a written decision on the grievance no later than thirty (30) days after its filing.
- The person filing the grievance may appeal the decision of the Section 504 Coordinator by writing to Todd Fritch, Provost within fifteen (15) days of receiving the Section 504 Coordinator's decision. The appeal must be in writing and explain the basis for the appeal. The Provost shall issue a written decision in response to the appeal no later than 30 days after its filing.

To the extent that it is determined that disability discrimination has occurred, the College will take appropriate steps to prevent recurrence of the discrimination and to correct its effects on the complainant and others, as appropriate.

Retaliation

The College prohibits retaliation against any student for filing a grievance under this process or against any other individual participating in the investigation of a grievance. Any such retaliation is against state and federal laws and College Policy. Retaliation may be subject to disciplinary action up to and including termination. Individuals who have participated in the grievance process in support of a student may file a grievance under these procedures if they feel they have been retaliated against.

Confidentiality

The student's confidentiality shall be maintained by each person involved in the informal or formal investigation or resolution of a student grievance under this policy. Any disclosures regarding the student or the investigation shall be limited to the minimum necessary to accomplish the investigation or address the student's grievance.

If a student is dissatisfied with the outcome of the College's grievance procedures or wishes to pursue an alternative to using those procedures, he/she may file a complaint with U. S. Department of Education, Office for Civil Rights or in a court.

Office for Civil Rights,
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921

Student Records Policy

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution. "Education record" is defined as those records that contain information directly related to a student and which are maintained by an educational institution or party acting for the institution. These rights include:

1. The right to inspect and review the student's education records within 45 days after the day American International College (the "College") receives a request for access.
 - A student should submit to the registrar, dean, head of the academic department, or other appropriate school official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
 - A student who wishes to ask the College to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.
 - If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before the College discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. (For more information, see below.)
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Student Education Records Disclosure Notice

The College will disclose personally identifiable information (PII) from students' education records upon receipt of written consent. FERPA permits the disclosure of personally identifiable information (PII) from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 the FERPA regulations.

- Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, FERPA regulations require the institution to record the disclosure. Eligible students have a right to inspect and review the record of such disclosures.

In compliance with FERPA regulations, the College may disclose PII from the education records without obtaining prior written consent of the student:

1. To other school officials within the College whom the College has determined to have legitimate educational interests.
 - A school official is a person employed by the College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the College who performs an institutional service of function for which the College would otherwise use its own employees and who is under the direct control of the College with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.
2. Upon request, to officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.
3. To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the College's State-supported education programs. Dis-

closures under this provision may be made in connection with an audit or evaluation of Federal-or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.

4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
5. To organizations conducting studies for, or on behalf of, the College, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
6. To accrediting organizations to carry out their accrediting functions.
7. To parents of an eligible student if the student is a dependent for IRS tax purposes.
8. To comply with a judicial order or lawfully issued subpoena.
9. To appropriate officials in connection with a health or safety emergency, subject to §99.36.
10. To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
11. To the general public, the final results of a disciplinary proceeding, if the College determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the College's rules or policies with respect to the allegation made against him or her.
12. To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the College, governing the use or possession of alcohol or a controlled substance if the College determines the student committed a disciplinary violation and the student is under the age of 21.
13. Information the College has designated as "directory information," which includes:
 - For currently enrolled students directory information includes the student's name; addresses; telephone numbers; college, curriculum and major field of study; class level; date of birth; dates of attendance; eligibility for membership in registered College honoraries; degrees; honors; certificates received or anticipated; weight and height if she/ he is an athletic team member; participation in officially recognized activities and sports; and, institutions previously attended.

NOTE: A student may restrict the disclosure of "directory information" by filing a request to limit the release with the Office of the Registrar on or before October 1 of each academic year.

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 Provost, first floor, Adams Hall.

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. For a complete version of the Technology Use Policy please see the Student Handbook.

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 2013 ACADEMIC CALENDAR

DAY CLASSES

August 5	Monday	Doctor of Physical Therapy start date
September 2		New Student and Welcome Week Check in – 9:00 a.m. Residence Halls open for new students – 9:00 a.m. Residence Halls open for returning students – 2:00 p.m.
September 3	Tuesday	Residence Halls open Day 2 – 9 a.m. to 4 p.m., registration day
September 4	Wednesday	Classes begin at 8:00 a.m.
September 13		Add/Drop Period Ends
October 2	Wednesday	5 Week Warnings
October 14	Monday	Holiday - Columbus Day – College Closed
October 16	Wednesday	MF 10:00-11:15 classes meet
October 18	Friday	MW 1:25-2:40 classes meet
October 23	Wednesday	Mid-semester; Last day to DROP a class without academic penalty
November 23-25		Low Residency
November 18-26		Registration period for Spring Term 2014
November 27-29		Holiday – Thanksgiving Recess
December 2	Monday	Classes resume at 8 a.m.
December 13	Friday	Last day of classes
December 16-19		Final examinations
December 20		Residence Halls close – 10 a.m.

EVENING CLASSES

September 4	Wednesday	Classes begin at 3:50 pm
September 13		Add/Drop Period Ends
September 14		Fall Weekend (FW) classes begin
October 14	Monday	Holiday - Columbus Day – College Closed
October 23	Wednesday	Mid-semester; Last day to DROP a class without academic penalty
November 18-26		Registration period for Spring Term 2012
November 23		Fall Weekend (FW) classes end
November 27-29		Holiday – Thanksgiving Recess
December 2	Monday	Classes resume at 3:50 pm
December 16-19		Last day of classes or Final Exams

INTERSESSION 2014

January 2	Thursday	Interession Classes begin
January 13	Monday	Interession ends
January 14	Tuesday	Interession snow make-up day

FINAL EXAMINATION SCHEDULE

Monday, December 16
MWF 8-8:50 a.m. @ 8-10 a.m.
TTH 12:15-1:30 p.m. @ 11 a.m.-1p.m.
MF 10-11:15 a.m. @2-4 p.m.

Wednesday, December 18
MWF 9-9:50 a.m. @ 8-10 a.m.
MWF 12:25-1:15 p.m. @ 11-1 p.m.
TTH 10:50-12:05 p.m. @ 2-4 p.m.

Tuesday, December 17
TTH 9:25-10:40 a.m. @ 9-11 a.m.
MWF 1:25-2:15 p.m. @ 12-2 p.m.
MW 1:25-2:40 p.m. @ 12-2 p.m.

Thursday, December 19
TTH 8-9:15 a.m. @ 8-10 a.m.
MWF 11:25-12:15 p.m. @ 11-1 p.m.
TTH 1:40-2:55 p.m. @ 2-4 p.m.

SPRING 2014 ACADEMIC CALENDAR

DAY CLASSES

January 13	Monday	Residence Halls open for all students, registration day
January 14	Tuesday	Snow Day
January 15	Wednesday	Classes begin at 8:00 a.m.
January 20	Monday	Holiday - Martin Luther King
January 24	Friday	Add/Drop period ends
February 17	Monday	Holiday - President's Day - College Closed
February 19	Wednesday	MF 10-11:15 classes meet
February 21	Friday	MW 1:25-2:40 classes meet
March 5	Wednesday	Mid-semester; Last day to DROP a class without academic penalty
March 10-14		Spring Break
March 17		Classes resume at 8 a.m.
March 31 - April 11		Registration period for Fall Term 2014
April 18	Friday	Holiday - Easter Recess
April 21	Monday	Classes resume at 10:00 a.m.
May 2	Friday	Last day of classes
May 5-8		Final examinations
May 9		Residence Halls close - 10 a.m.
May 18		Sunday Commencement

EVENING CLASSES

January 4		Winter Weekend (WW) classes begin
January 15	Wednesday	Classes begin at 3:50 p.m.
January 20	Monday	Holiday - Martin Luther King
January 24	Friday	Add/Drop period ends
February 17	Monday	Holiday - President's Day - College Closed
March 5	Wednesday	Mid-semester; Last day to DROP a class without academic penalty
March 10-14		Spring Break
April 18	Friday	Holiday - Easter Recess
March 29		Last Winter Weekend class/Final Exam
March 31 - April 11		Registration period for Fall Term 2013
April 21	Monday	Classes resume at 3:50 p.m.
April 5		Spring Weekend (SW) classes begin
May 5-8		Last class or final examinations
May 18	Sunday	Commencement
June 21		Last Spring Weekend class/Final Exam

SUMMER SESSION 2014

May 19 - June 27	Summer Session 1
June 30 - August 6	Summer Session 2
July 3-4	Thursday/Friday - Holidays

FINAL EXAMINATION SCHEDULE

Monday, May 5	Wednesday, May 7
TTH 9:25-10:40 a.m. @ 9-11 a.m.	TTH 8-9:15 a.m. @ 8-10 a.m.
MWF 1:25-2:15 p.m. @ 12-2 p.m.	MWF 11:25-12:15 p.m. @ 11-1p.m.
MW 1:25-2:40 p.m. @ 12-2 p.m.	TTH 1:40-2:55 p.m. @ 2-4 p.m.
Tuesday, May 6	Thursday, May 8
MWF 9-9:50 a.m. @ 8-10 a.m.	MWF 8-8:50 a.m. @ 8-10 a.m.
MWF 12:25-1:15 p.m. @ 11-1 p.m.	TTH 12:15-1:30 p.m. @ 11 a.m.-1 p.m.
TTH 10:50-12:05 p.m. @ 2-4 p.m.	MF 10-11:15 a.m. @ 2-4 p.m.

UNDERGRADUATE DEGREES AT A GLANCE

Subject	Major	Minor	Cert.	Degree	School or Division	Notes
Accounting	X X	X		BSBA BSBA	Business, Arts & Sciences Graduate & Adult Education	
American Studies	X			BA	Business, Arts & Sciences	
Biochemistry	X			BS	Business, Arts & Sciences	
Biology	X	X	X	BS	Business, Arts & Sciences	
Chemistry	X	X		BS	Business, Arts & Sciences	
Communications	X	X		BA	Business, Arts & Sciences	
Criminal Justice	X	X		BS	Business, Arts & Sciences	
Economics/Finance	X	X		BSBA	Business, Arts & Sciences	
Education • Early Childhood • Elementary • Middle/Secondary • Moderate Disabilities		X X X X X		BA/BS	Business, Arts & Sciences	Content major in desired academic area
English	X	X		BA	Business, Arts & Sciences	
Finance	X	X		BSBA	Graduate & Adult Education	
General Business	X X X	X		BSBA ABA BSBA	Business, Arts & Sciences Graduate & Adult Education Graduate & Adult Education	
Gerontology	X			BSHS	Graduate & Adult Education	
Healthcare Management	X	X		BSBA	Business, Arts & Sciences	
History	X	X		BA	Business, Arts & Sciences	
Health Science	X			BS	Health Sciences	for PT majors only
Human Biology	X			BS	Business, Arts & Sciences	
Human Resource Mgmt.				BSBA	Graduate & Adult Education	
Human Services Administration	X			BSHS	Graduate & Adult Education	

Subject	Major	Minor	Cert.	De- gree	School or Division	Notes
Interdisciplinary Science	X			BS	Business, Arts & Sciences	
International Business	X	X		BSBA	Business, Arts & Sciences	
International Studies	X	X		BA	Business, Arts & Sciences	
Liberal Arts	X			AA BA	Graduate & Adult Education Business, Arts & Sciences	
Liberal Studies	X			BA	Business, Arts & Sciences	
Management	X X	X		BSBA BSBA	Business, Arts & Sciences Graduate & Adult Education	
Management and Technology	X			BSBA	Graduate & Adult Education	
Marketing	X X			BSBA BSBA	Business, Arts & Sciences Graduate & Adult Education	
Mathematics		X		BS	Business, Arts & Sciences	
New Media	X			BS	Business, Arts & Sciences	
Nursing	X			BSN	Health Sciences	See program description
Occupational Science	X			BSOS	Health Sciences	See program description
Photography		X			Business, Arts & Sciences	
Physics		X			Business, Arts & Sciences	
Political Science	X	X		BA	Business, Arts & Sciences	
Psychology	X	X		BS	Business, Arts & Sciences	
Public Health	X	X		BS	Health Sciences	
Social Sciences	X			BS	Graduate & Adult Education	
Sociology	X	X		BA	Business, Arts & Sciences	
Sports and Recreation Mgmt.	X	X		BSBA	Business, Arts & Sciences	
Theater Arts	X	X		BA	Business, Arts & 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 practicums 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 higher education to all who wanted to broaden their horizons and improve their futures.

The first president of the new College, and chairman of the board of trustees, the Reverend John Morton Greene, was fully committed to AIC's founding mission. He led the effort to get the College chartered by the Commonwealth of Massachusetts, an honor granted to the College on September 18, 1885.

Always at the forefront of providing access to all who wanted it, it wasn't long until the College was breaking new barriers. Its second president and visionary founder, Reverend Amaron, 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.

The College continued in its mission of educating newcomers to the United States for both citizenship and success. In this way, it was both American and international. Students learned English, American history, mathematics, and science in an effort 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 in enrollment. 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 the 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, offered 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 prop-

erty 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. Cournotes 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 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 for undergraduate programs and an 8 to 1 student–faculty ratio for graduate programs. 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 1,500 undergraduate students from 33 states and 30 countries. Over 2,100 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.

Springfield is a typical, medium-sized American city of 150,000 people currently in the midst of transforming itself from a manufacturing to a service center with a global outreach. It is the hub of a metropolitan 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 and features 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; the 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, and athletic, 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 Collection, the College Archives and the Futures Education Center for Academic Success which includes the Writing Center, the ACE program, 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 67,000 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 886 current print and electronic periodicals in general and special subject areas.

Computer terminals in the library provide patrons with access to the Internet, as well as 36 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 150 public, academic, and special libraries. In addition, it is affiliated with Cooperating Libraries of Greater Springfield (CLGS), 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 residence life staff are on the second floor. The offices of student activities, campus recreation, and diversity affairs are located on the lower level. Service and programming space found in the Campus Center includes the Kevin Saremi and Deborah Krewski Saremi Career Services Center, the Frank and Norma Colaccino student lounge, the Hive snack bar, Starbucks student mailroom, Follett 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).

All student rooms have wifi Internet access and cable tv. Each sleeping area is outfitted with a bed, dresser, desk, desk chair, and closet per resident. Each residence hall has free washers and dryers, game rooms, and study areas. Parking is available by paid permit. All residence halls are secured by a 24-hour 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,)

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. 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.

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.

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.

Edgewood Complex (Edgewood Wing)

Residents with senior standing may apply to live in apartments in the Edgewood wing of the Edgewood Complex. The Edgewood wing features two bedroom apartments that house four residents with a common living area, kitchen sink with cabinets, and bathroom.

Acorn Heights

Our newest residence facility, Acorn Heights is designed for juniors and above with both proven academic success and maturity. Each unit houses six residents in three-bedroom townhouses and features 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. 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. Applicants to the health science programs should aim to apply by the Preferred Application Deadlines, however applications received after the deadline will be considered. 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, which may be obtained by contacting the admissions office. Online applications can be accessed on the web at www.aic.edu/apply.

Notification of non-health science admission decisions are 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. Health science applications are reviewed following the Preferred Application Deadline(s), and on a rolling basis once the deadlines have passed.

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 less than 12 credits of 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, an optional letter of recommendation, an optional personal statement 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 one year 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, in which case he/she should have achieved a score in the 50th percentile or higher.

How to Apply to American International College

1. Applications are available online at www.aic.edu/apply. Paper applications can be obtained by contacting the admissions office.
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. Optional: Submit one letter of recommendation from professor, counselor or employer, and submit a personal statement.

Transfer Admission

Students with academic records satisfactory to American International College are admitted from other colleges for fall or spring enrollment. 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 accepted 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 provost 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 financial documentation. 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. Application for admission and application fee.
2. Official/attested secondary school records, certificates, and national examination results. If records are not in English, an English translation must be provided.
3. If applying for transfer admission, official transcripts must be submitted from all colleges/universities previously attended. If an applicant attended a college/university outside of North America, a course-by-course credential evaluation is also required.
4. For applicants whose native language is not English, proof of English proficiency is required. Most common demonstration of English Proficiency is through the Test of English as a Foreign Language (TOEFL), the IELTS, or SAT-1 results.

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

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.

Adult and Continuing Education Admission

The School of Graduate and Adult Education offers undergraduate admission to those who prefer attending on a part-time basis. We offer classes in the evening, online, and on Saturdays. See below for application instructions.

To apply for admission to a degree program:

- Complete the School of Graduate and Adult Education Application for Admission. The application is available to download at www.aic.edu/academics/ce. Please mail the application to American International College, School of Graduate and Adult Education 1000 State St., Springfield MA 01109 or fax to 413-205-3908.
- There is a \$25 non-refundable application fee that must be submitted along with the application. Checks can be made out to American International College.

Degree candidates:

- Provide official college or university transcripts. These must be mailed directly from all previously attended colleges to the School of Graduate and Adult Education. Hand-delivered copies will not be accepted unless they bear an unbroken registrar's seal.
- Provide official high school or other secondary-level preparatory school transcripts or an official General Education Development (GED) certificate. Your transcript must be mailed directly from the school. Hand-delivered copies are not accepted unless they bear an unbroken registrar's seal.
- Arrange to see an academic advisor in the School of Graduate and Adult Education to select your course schedule, review proposed transfer credits, and to plan a schedule that will fulfill the requirements of the major you have chosen.

Non-matriculated candidates:

- non-matriculated student is one who takes college credit courses but who has not applied for formal admission (matriculation) to a degree program. 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. Proof of high school graduation or completion of the General Education Equivalent (GED) is required.

- 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.

For additional information, call (413) 205-3518 or email pamela.robinson@aic.edu.

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.

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.

Admitted applicants will be asked to submit a non-refundable tuition deposit of \$200 by May 1 in order to hold the student's place in the entering class.

Where circumstances merit, requests for an extension of the deposit deadline may be granted at the discretion of the dean of admissions.

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.

UNDERGRADUATE ACADEMIC REGULATIONS

All students are expected to be familiar with the Undergraduate Academic Regulations of American International College, a separate publication, which can be found at AIC FirstClass desktop>academics>academic policies/handbooks>click to open Undergraduate Academic Regulations. Major elements of that publication include the following:

Student Advising

All students are assigned an academic advisor who takes an active interest in the academic development of the student. This includes aiding and making decisions regarding course registration and selection of a major, offering support, and referring those needing any type of help to the appropriate resources.

Matriculation

Matriculation is accorded to full-time and part-time students who are officially recognized candidates for a degree.

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.

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 terms, 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 Student Information System at the end of each term.

Academic Honors

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 semester with no grade lower than a C-.

To earn this honor in Adult and 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.

Graduation and Honors

Candidates for graduation must satisfy the academic requirements as outlined by the program and institution. Commencement exercises are held in May of each year.

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. 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.

Course Grade Appeal Process

This appeals process provides an opportunity for the student to initiate a review of a perceived injustice in the final determination of a course grade.

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 Provost 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, or death in the family.

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 Provost 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 Provost. Further information on foreign study opportunities may be obtained in the Office of The Dean of Business, Arts and Sciences.

Course Changes

Changes in course selection may be made any time up to the end of the add/drop period of any term and shall be processed through the Office of the Registrar with the use of a printed form entitled "Add/Drop Card" or email. 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. Prior to the mid-point of the term, a student may withdraw from a course without affecting the cumulative grade point average. Courses dropped after the mid-point of a term must be assigned a grade of WP (passing at time of withdrawal) or a WF (failing at time of withdrawal).

Withdrawal from the College

A student must initiate formal withdrawal from the college with the Office of the Registrar. Continuing education students must initiate formal withdrawal from the college with the associate dean for adult and continuing education.

Leave of Absence

A student must initiate formal leave of absence from the college with her/his advisor. The approved leave of absence assures the student that he/she may re-enter the college in their current major.

Academic Integrity

American International College is firmly committed to students understanding the value of their education. Students are expected to perform their own academic work according to the standards set by faculty, departments, schools, and the college.

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 2013-2014. It is anticipated that there will be increases for the year 2014-2015. Changes to the fees charged by the college will be posted on the college website.

2013-2014 Costs Full Time Undergraduate Resident

Based on 12-17 credits per semester, standard room, and all-access 7-day meal plan.

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

Tuition	\$ 30,040
Standard Room	\$ 6,270
Meal Plan	\$ 5,880
Books/Supplies	\$ 1,200
Total Base Cost	\$ 43,390

2013-2014 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	\$ 30,040
Books/Supplies	\$ 1,200
Total Base Cost	\$ 31,240

2013-2014 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:	\$ 620 per credit hour
Fees:	\$ 30 per term registration fee

Tuition and Fees

Undergraduate full time students registering for 12-17 credits per semester are charged the comprehensive tuition fee. Students who take more than 17 credits per semester will be charged a per credit fee for each credit over 17. Undergraduate students who take fewer than 12 credits in a term will be charged at the per credit hour rate.

Charges for Occupational Therapy and Physical Therapy seniors are listed with the Graduate 2013-2014 Tuition and Fee Schedule.

Undergraduate 2013-2014 Tuition & Fee schedule

Description	Amount	Charge Per
Undergraduate Comprehensive Tuition	\$ 30,040	year
Undergraduate Comprehensive Tuition	\$ 15,020	term-fall/spring
Undergraduate per credit fee	\$ 620	credit/summer
Registration fee (Part time students)	\$ 30	term
Late Registration fee	\$ 30	term
Student parking-resident	\$ 125	term
Student parking-commuter	\$ 50	term
Tuition Deposit	\$ 200	one time
Late payment fee (monthly)	\$ 50	month
Term Payment plan fee	\$ 50	term
10 Payment plan	\$ 100	year
Graduation fee	\$ 100	each degree
Transcript	\$ 7	each degree
Same day transcript fee	\$ 12	each degree
Diploma Replacement fee	\$ 50	each
Returned check fee	\$ 40	each
Replacement check fee	\$ 25	each

Description-Program Fees	Amount	Charge Per
Physical Therapy Program fee (FR/SO/JR)	\$ 90	term
Nursing Year 2 Program fee	\$ 530	term
Nursing Year 3 Program fee	\$ 775	term
Nursing Year 4 Program fee	\$ 940	term

Description-Course/Lab Fees	Amount	Charge Per
Art	\$ 45-130	course
Biology	\$ 270-360	course
Business	\$ 100	course
Chemistry	\$ 300	course
Communications	\$ 215	course
Education	\$ 140	course
Music	\$ 300	course
OT	\$ 360	course
Physical Science	\$ 270-295	course
Physics	\$ 105-310	course

Graduate 2013-2014 Tuition & Fee Schedule

Description	Amount	Charge Per
Master of Education (cohort model)	\$ 419	credit
Master of Education (non-cohort model)	\$ 780	credit
Master of Business Administration	\$ 480	credit
MS in Nursing	\$ 549	credit
Master in Counseling Psychology	\$ 435	credit
Master of Fine Arts	\$ 583	credit
Master of Public Administration	\$ 780	credit
Master in Clinical Psychology	\$ 780	credit
MS in Accounting and Taxation	\$ 780	credit
Master of Fine Arts	\$ 500	credit
Doctor of Educational Psychology	\$ 780	credit
Doctor of Education	\$5,680	trimester
DPT-Physical Therapy- Seniors/Graduate Phase	\$ 44,360	years one & two
DPT-Physical Therapy	\$ 42,050	year three
MS-Occupational Therapy D.E. Graduate	\$ 25,190	year one
MS-Occupational Therapy Seniors/Graduate Phase	\$ 38,040	year one
MS-Occupational Therapy	\$ 6,230	summer (year two)
Graduate course audit fee	50% of standard	credit
Graduate registration fee	\$ 30	term
Late registration fee	\$30	term
Graduate application fee	\$ 50	one time
EDD dissertation extension fee	\$ 2,500	term
Program continuation fee	\$ 300	term
Student Parking-resident	\$ 125	term
Student Parking-commuter	\$ 50	term
Late payment fee	\$ 50	month
Term Payment plan fee	\$ 50 term	
Graduation fee	\$ 7	each degree
Same day transcript fee	\$ 12	each degree
Diploma Replacement fee	\$ 50	each
Returned check fee	\$40	each
Replacement check fee	\$25	each

Deposit Fees (payment applied to student account at time of enrollment)

Acceptance deposit fee	\$200	one time
Graduate OT and PT Acceptance deposit fee	\$500	one time

Residence Charges 2013-2014

Description	Semester	Academic Year
Standard room	\$ 3,135	\$ 6,270
Single room	\$ 4,870	\$ 9,740
Apartment (Juniors, Seniors, Grads only)	\$ 3,685	\$ 7,370

Food Service

The Dining Commons offers continuous service providing meals, drinks, and snacks during all operating hours seven days a week.

Resident students are required to have a meal plan and are initially assigned an all access 7 day meal plan.

Meal plan changes may be made with the Student Accounts Office or by accessing their housing record online during the add-drop period at the start of each term. All resident freshmen are required to keep an all access 7 day meal plan.

Commuter students are not required to purchase a meal plan each semester but have several attractive available options. Commuters may make meal plan selections with the Student Accounts 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 and salads, hot drinks, and other items are available on a cash basis. Adding Dining Dollars, a declining balance choice, is also available to all students through the Dining Commons office. Snacks and soft drinks are available through vending machines in other college facilities.

Meal Plan Costs 2013-2014

Description	Semester	Academic Year
All access 7 day plus \$100 dining dollars	\$ 2,940	\$ 5,880
All access 7 day plus \$300 dining dollars	\$ 3,090	\$ 6,180
All access 5 day plus \$50 dining dollars (Monday through Friday)	\$ 2,450	\$ 4,900
25 Meals plus \$200 dining dollars (commuters only)	\$ 425	\$ 850
50 Meals plus \$250 dining dollars (apt. & commuters only)	\$ 650	\$ 1,300
100 Meals plus \$400 dining dollars (apt. & commuters only)	\$ 1,100	\$ 2,200

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 undergraduate students enrolled in nine or more credits in a term and for graduate students enrolled 75% of full time based on program requirements. AIC automatically applies the insurance fee but it may be waived during the add-drop period 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. The cost of the 2013-2014 full year plan is \$1,300 for the student, \$3,400 for a spouse and \$1,480 for each dependent child.

STUDENT ACCOUNTS POLICY AND PROCEDURES

College bills are issued beginning in July for the fall term and in December for the spring term. Monthly statements are issued throughout the academic year.

Student Accounts Payment Terms and Conditions

1. Students should make payment arrangements for their account (“Student Account”) by the first day of class in each term.
 - Payment arrangements include approved financial aid, payment plans, cash or credit card.

- Payments may be made by check, electronic payments, VISA, MASTERCARD, or DISCOVER. The college offers monthly payment options with the Sallie Mae Tuition Payment Plan at tuitionpay.salliemae.com.
 - International students must make full payment prior to arrival and are not eligible for participation in payment plans.
 - Students expecting employer funded direct payments should provide a signed agreement to the Student Accounts office for approval.
 - When a verified credit balance appears on a Student Account, refunds will be made in accordance with the student's directions and regulatory requirements.
2. A student who does not satisfy his/her Student Account payment obligation may be excluded from classes, college activities and services, and campus residence halls.
 3. A student who does not satisfy his/her Student Account payment obligation will not be allowed to register for courses and cannot be provided with certified/sealed/official transcripts until the outstanding balance is resolved.
 4. A student who withdraws or otherwise separates from AIC is responsible for resolving any outstanding Student Account balance.
 5. An overdue balance in a Student Account that is assigned to a collection agency or an attorney may be reported to a credit bureau and is subject to appropriate costs of collections, including attorney fees and court costs incurred.
 6. Students with an outstanding account balance are subject to exclusion from the Graduation Ceremony.

Student Accounts Refunds

1. Students must initiate the written withdrawal process with the Registrar's Office.
2. Refunds are computed on the basis of the date of the student's written notice of withdrawal or dismissal.
3. Refunds will be calculated on a pro rata basis beginning the first day of classes for the applicable term up to the point at which the term is 60 percent completed. After that, no refunds are made. No refunds will be made for individual classes dropped after the first week of the semester. No refunds will be made for housing and meal plan cancellations after the semester is 50 percent completed.
4. No refunds will be made on charges other than tuition, board and room rent, except that program fees and fees for the Supportive Learning Services program shall be refunded in the same manner as tuition.
5. Reductions of financial aid will be made in accordance with federal regulations that require AIC to determine the amount of federal funds a student has earned as of the date he/she withdraws from the college. A student earns financial aid as the term progresses. Once the student has completed 60 percent of the term, the full award is considered earned. If the student withdraws before the 60 percent point, a federally required calculation is used to determine the amount of federal funds to be returned to the applicable aid programs. The same calculation may be applied to institutional funds.

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.

March 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 (FAFSA) 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 one to three 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 \$5,000 to \$17,000 and are renewable provided the student maintains satisfactory academic progress and continues full-time enrollment. Merit based scholarships are not available to students pursuing a second undergraduate degree.

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 FAFSA 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 FAFSA. 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 Director of Financial Aid or 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 unsubsidized loan
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 FAFSA 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).

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 National Criminal Justice 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 undergraduate 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 Graduate and Adult 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.

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.

Pi Sigma Alpha

Students with ten or more credits in political science are eligible for initiation into Pi Sigma Alpha, the national honor society for political science. The honor society recognizes students with superior achievement in the study of politics and government, but members must also have achieved a high overall grade point average. While the national honor society traces its origins to 1920, the chapter at American International College, Alpha Epsilon Sigma, was founded in 2008. Pi Sigma Alpha promotes the study of political science via a variety of programs, including awards for best papers, internships and scholarships for study at the Washington Center, and the publication of a journal dedicated to the publication of students' research. Members are eligible to apply for any of these benefits.

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.

ACADEMIC SOCIETIES

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.

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 or the United States Air Force.

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.

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 commit-

ment 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.

ACADEMIC SUPPORT SERVICES

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.

Advising Center

AIC is committed to assisting students plan an approach to their course work that supports their personal career goals and the essential academic and professional skills required for their majors. The staff of the Advising Center works closely with freshmen and sophomores to ensure that they have a clear plan for a path to graduation. Working with faculty in the majors and with Career Services, the Advising Center also helps students to identify the essential skills required for their major and related careers. Following their sophomore year, students transition to a faculty advisor who will help them identify appropriate internship/practicum experiences as well as career and graduate school opportunities after graduation.

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

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 the Campus Center. The telephone number is 205-3264.

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.

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 three schools:

- School of Business, Arts, and Sciences
- School of Health Sciences
- School of Graduate and Adult Education

All undergraduate 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

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, 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

THR 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

POL 100, 105, 106

PSY 101, 102

SOC 101, 205

Information Literacy (3 credits)

COM 105

MIS102 plus BUS207 for business majors

Quantitative Reasoning (3 credits)

PSY/CRJ 302

MAT 205, 304, 335, 336

HONORS PROGRAM

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. 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. Qualified incoming freshmen will be asked to participate in HON 101 and then formally invited to join the program itself at the start of their second semester. Current AIC students who have earned a 3.3 GPA or better and who have not yet started their junior year may be nominated by a faculty member and admitted with the director's approval. Finally, transfer students who have earned a 3.5 GPA or better at their previous institution may apply to the director for admission. Students must maintain a 3.3 GPA at AIC each semester (dean's list) 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.

UPT 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.

UPT 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 BUSINESS, ARTS, AND SCIENCES

Susanne T. Swanker, PhD, Interim Dean

Mission

In support of the college's general academic mission, The School of Business, Arts, 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 and business 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; and
- 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/MEd program upon completion

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/MEd program upon completion.

First year:

EDC102
ENG101
ENG102
MUS____
POL105
MIS102
PSY101
ART____
Lab Science
SOC101
HST110

Second year:

ENG205
EDC210
HST200
MAT117
EDC105
Additional Cultural Awareness
EDC208 Internship In Early Childhood
EDC209 Foundations of Professional Practice

Bachelor of Arts and Bachelor of Science

The degrees of Bachelor of Arts and Bachelor of Science are conferred upon students who have satisfactorily completed a minimum of 120 semester hours of academic work.

Majors:

American Studies (BA)
Biochemistry (BS)
Biology (BS)
Chemistry (BS)
Communications (BA)
Communication - New Media (BS)
Criminal Justice (BS)
English (BA)
History (BA)
Human Biology (BS)
Interdisciplinary Science (BS)
International Studies (BA)
Liberal Studies (BA)
Political Science (BA)
Psychology (BS)
Sociology (BA)
Theater Arts (BA)

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.

Biology
Biochemistry
Chemistry
Communications
Criminal Justice
Early Childhood Education
Elementary Education
Middle School Education
Secondary Education
Moderate Disabilities Education
English
History
International Studies
Mathematics
Photography (Communications)
Political Science
Psychology
Sociology
Theater Arts

Pre-Professional Studies

Pre-Professional Studies in Pre-Law and Pre-Med are not majors at AIC, but offer aspiring students guidance in choosing a specific major related to their intended careers and graduate studies. Students will work with a pre-professional advisor in addition to working with an advisor in his/her major.

DEPARTMENTS/ PROGRAMS

American Studies (BA)

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 professions in museums or cultural agencies. American Studies is a foundation for helping set political or social policy for the nation, or advancing into graduate studies in law, history, literature, or political science.

Program Requirements

Major

ENG303	Advanced American Literature I
ENG304	Advanced American Literature II
HST201	United States History I (to 1877)
HST202	United States History II (since 1877)
POL105	Introduction to Political Science
SOC101	Introduction to Sociology
POL343	American Political Thought
ASM300	American Studies Seminar (repeatable every semester, but at least one per year for a minimum of three completions)

Additionally, students must choose one of the following concentrations and complete four courses within it:

American Identity:

ENG226	African-American Literature
HST313	American Radical Tradition
HST323	African-American History since 1619
POL217	Civil Liberties
SOC305	Class, Status and Power
SOC343	Race and Ethnic Relations

American Law and Institutions:

COM374	Press in America
HST349	Supreme Court in American History
POL215	Presidency and Congress
POL216	Public Law
POL217	Civil Liberties
POL305	Public Administration
SOC212	Sociology of American Institutions

Public Policy and Popular Culture:

ECO201	Principles of Economics I
HST313	American Radical Tradition
POL221	Political Parties
POL275	American National Elections
POL316	American Foreign Policy
POL362	Politics, Media and Pressure Groups
SOC305	Class, Status and Power

Biochemistry (BS)

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.

Program Requirements

Major

CHE211	General Chemistry I, with review and laboratory
CHE212	General Chemistry II, with review and laboratory
CHE241	Introduction to the Scientific Literature
CHE311	Organic Chemistry I, with laboratory
CHE312	Organic Chemistry II, with laboratory
CHE313	Analytical Chemistry, with laboratory
CHE315	Physical Chemistry I, with laboratory
CHE316	Physical Chemistry II, with laboratory
CHE331	Biochemistry I, with laboratory
CHE332	Biochemistry II, with laboratory
CHE338	Physical Biochemistry, with laboratory
CHE342	Senior Seminar
MAT207	Calculus I
MAT208	Calculus II
MAT304	Biostatistics
PHY211	College Physics I, with review and laboratory
PHY212	College Physics II, with review and laboratory

Additionally, any two of the following courses:

BIO201	Biology I
BIO331	Genetics
BIO332	Molecular Biology

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

CHE321	Advanced Inorganic Chemistry
CHE321L	Advanced Inorganic Laboratory
CHE323	Spectroscopy of Organic Compounds
CHE323L	Advanced Organic Laboratory Techniques
CHE324	Instrumental Analysis, with laboratory

Minor

CHE211	General Chemistry I, with laboratory and review
CHE212	General Chemistry II, with laboratory and review

CHE311	Organic Chemistry I, with laboratory
CHE312	Organic Chemistry II, with laboratory
CHE331	Biochemistry I
CHE332	Biochemistry II

Biology (BS)

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 interdisciplinary 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.

Program Requirements

Major

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

BIO201	Biology I, with laboratory
BIO202	Biology II, with laboratory
BIO321	Ecology, with laboratory
BIO302	Comparative Vertebrate Anatomy, with laboratory
BIO331	Genetics, with laboratory
BIO350	Evolution
BIO403	Senior Seminar in Biology

And, one of the following courses:

BIO305	Microbiology, with laboratory
BIO349	Cell Biology, with laboratory

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:

CHE211	General Chemistry I, with review and laboratory
CHE212	General Chemistry II, with review and laboratory
CHE311	Organic Chemistry I, with laboratory
CHE312	Organic Chemistry II, with laboratory
PHY211	General Physics I, with review and laboratory
PHY212	General Physics II, with review and laboratory
MAT304	Biostatistics

Additionally, all biology majors must complete two of the following courses:

MAT140	College Algebra and Trigonometry
MAT207	Calculus I
MAT208	Calculus II, with laboratory

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

Minor

BIO201	Biology I, with laboratory
BIO202	Biology II, with laboratory
BIO321	Ecology, with laboratory
BIO302	Comparative Vertebrate Anatomy, with laboratory
BIO305	Microbiology, with laboratory
BIO3__	300-level Biology elective, with laboratory as required

Chemistry (BS)

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.

Program Requirements

Major

CHE211	General Chemistry I, with review and laboratory
CHE212	General Chemistry II, with review and laboratory
CHE241	Introduction to the Scientific Literature
CHE311	Organic Chemistry I, with laboratory
CHE312	Organic Chemistry II, with laboratory
CHE313	Analytical Chemistry, with laboratory
CHE315	Physical Chemistry I, with laboratory
CHE316	Physical Chemistry II, with laboratory
CHE324	Instrumental Analysis, with laboratory
CHE338	Physical Biochemistry, with laboratory
CHE342	Senior Seminar
MAT207	Calculus I
MAT208	Calculus II
MAT209	Calculus III
MAT304	Biostatistics
PHY211	College Physics I, with review and laboratory
PHY212	College Physics II, with review and laboratory

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

CHE321	Advanced Inorganic Chemistry
CHE321L	Advanced Inorganic Laboratory
CHE323	Spectroscopy of Organic Compounds
CHE323L	Advanced Organic Laboratory Techniques
CHE331	Biochemistry I, with laboratory
CHE332	Biochemistry II, with laboratory

Minor

CHE211	General Chemistry I, with laboratory and review
CHE212	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.

Communications (BA)

The mission of the communications 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 (Communications) 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 Communications 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 communications students are working for ABC, the Boston Red Sox, ESPN, and NBC, as well as local broadcasters and publishers. All communications majors must complete an internship, though a semester of study abroad can be substituted for the internship requirement.

Program Requirements

Major

COM101	Introduction to Journalism I
COM102	Introduction to Journalism II
COM110	Digital Photography I
COM112	Video Production
COM230	Writing for Media
COM498	Internship (at least 3 credits, or Study Abroad one semester)

Choose one from the following courses:

COM104	Introduction to Broadcasting
COM201	Radio Programming and Production

and one from the following courses:

COM320	Mass Media Law
COM321	Media Ethics
COM381	Introduction to Mass Communication

Additionally, one from the following courses:

COM306	Public Relations
COM385	Communication Research
MKT204	Principles of Marketing

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

Minor

COM103	Introduction to Broadcasting
COM381	Introduction to Mass Communication

Choose one from the following courses:

COM101	Introduction to Journalism I
COM230	Writing for Media

and one from the following courses:

COM235	Video Production
COM110	Digital Photography

Plus at least two elective courses in communication

Communication- New Media (BS)

Program Requirements

Major

ART201	History of Art
ART203	Art Appreciation through Drawing
COM101	Introduction to Journalism I
COM102	Introduction to Journalism II
COM110	Digital Photography I
COM112	Video Production
COM230	Writing for Media
COM235	Visual Communication
COM240	Internet Communication
COM330	Digital Media
COM369	Interactive Media
COM385	Communication Research
COM498	Internship (at least 3 credits, or Study Abroad one semester)

Choose one from the following courses:

COM104	Introduction to Broadcasting
COM201	Radio Programming and Production

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

Photography

Minor

COM110	Digital Photography I
COM237	Digital Photography II

Choose four from the following courses:

COM114	Cultivating Creativity
COM214	Digital Storytelling
COM260	History of Photojournalism
COM305	Film as Literary narrative
COM359	Documentary Photography Projects
COM361	Photojournalism
COM365	Advanced Photography
COM393	History of Cinema
COM395	Great Directors

Criminal Justice (BS)

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.

Program Requirements

Major

CRJ200	Introduction to the Criminal Justice System
CRJ302	Statistics
CRJ322	Law Enforcement
CRJ324	Corrections
CRJ326	Probation and Parole
CRJ336	Community Relations and the Criminal Justice System

CRJ340	Criminal Procedures
CRJ341	Criminal Law
CRJ342	Criminology
CRJ344	Ethics in Criminal Justice
CRJ348	Comparative Criminal Justice System
CRJ350*	Criminal Justice Research
CRJ351	Legal Aspects of the Criminal Justice System
CRJ360	Senior Seminar
CRJ371	Criminal Justice Practicum
COM105	Computers and Technology

*May substitute PSY 315 Experimental Psychology

Minor

CRJ200	Introduction to the Criminal Justice System
CRJ322	Law Enforcement
CRJ324	Corrections
CRJ342	Criminology

Choose one from the following courses:

CRJ326	Probation and Parole
CRJ351	Legal Aspects of the Criminal Justice System

Plus one other CRJ course selected with the advisor.

Education

Undergraduates seeking a degree and Massachusetts licensure in education (early childhood education, elementary education, moderate disabilities, and ten 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 MTELs (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 and is necessary for the fulfillment of the requirements for NASDTEC credentialing. Students may complete the MEd degree without licensure.

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.

As pre-education candidates, students begin their program by completing their general education requirements and course 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 or 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 (MTEL). 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 MTEL 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.

Program Requirements

The undergraduate minor in Education is part of the five-year program in education. Students must complete an arts or science 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 and without disabilities)

Minor

EDC103	MTEL Prep
EDC105*	Introduction to Education: Fieldwork
EDC200*	Principles of Education: Early Childhood, Elementary, Moderate Disabilities
EDC302	Multisensory Teaching of Language Skills
EDC308*	Teaching Mathematics: E.C., Elem. and Mod. Dis.
EDC317*	Teaching Reading and Language Arts: E.C., Elem. and Mod. Dis. (PreK-8)
EDC321	Introduction to Special Education
EDC395	Assessment and Curriculum for Early Childhood

*Field experience required

Also required for the minor: PSY101, PSY102, PSY301, PSY309

Elementary Education

(Grades 1-6)

Minor

EDC103	MTEL Prep
EDC105*	Introduction to Education: Fieldwork
EDC200*	Principles of Education: Early Childhood, Elementary, Moderate Disabilities
EDC302	Multisensory Teaching of Language Skills
EDC308*	Teaching Mathematics: E.C., Elem., Mod. Dis.
EDC317*	Teaching Reading and Language Arts: E.C., Elem., Mod. Dis. (PreK-8)
EDC321	Introduction to Special Education

*Field experience required

Also required for the minor: PSY101, PSY102, PSY301, PSY309

Middle/Secondary Education

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

Minor

EDC103	MTEL Prep
EDC105*	Introduction to Education: Fieldwork
EDC201*	Principles of Education: Middle/Secondary
EDC320*	Reading and Communication: Middle and Secondary
EDC321	Introduction to Special Education
EDC311*	Teaching Mathematics: Secondary or Middle (math candidates only)

*Field experience required

Also required for the minor: PSY101, PSY102, PSY208, PSY301, PSY309

Teacher of Students with Moderate Disabilities

(PreK-8 or 5-12)

Minor

EDC103	MTEL Prep
EDC105*	Introduction to Education: Fieldwork
EDC302	Multisensory Teaching of Language Skills
EDC308*	Teaching Mathematics: E.C., Elem., Mod. Dis.
EDC321	Introduction to Special Education

Choose one from the following courses based on area of study:

EDC200*	Principles of Education: Early Childhood, Elementary, Moderate Disabilities (PreK-8)
EDC201*	Principles of Education: Middle/Secondary

Choose one or both from the following courses based on area study:

EDC317*	Teaching Reading and Language Arts: Early Childhood, Elementary, Moderate Disabilities (PreK-8)
EDC320*	Reading and Communication: Middle and Secondary

*Field experience required

Also required for the minor: PSY101, PSY102, PSY301, PSY309, PSY208 (5-12 candidates only)

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

English (BA)

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 should work with advisors in both English and Education.

Program Requirements

Major

ENG205	Western World Literature I
ENG326	Shakespeare
ENG348	Writing Seminar
ENG375	Approaches to Literary Study

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

ENG303	Major Authors in American Literature, 1492-1865
ENG304	Major Authors in American Literature, 1865-Present
ENG388	Major British Authors from the Beowulf Poet to Samuel Johnson
ENG389	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

ENG311	History of the English Language
ENG384	Business and Technical Writing

2. Genres

ENG377	Modern Poetry
ENG385	The Novel in English
ENG310	The Drama in English
ENG330	Women Writers
ENG382	Verbal and Visual Languages
ENG387	The Short Narrative

One of the four American and English literature 300-level surveys in addition to the three taken to meet the core

3. Literature other than British and American

ENG201	The French Perspective
ENG206	Western World Literature II
ENG214	Literature of the Non Western World
ENG380	The Bible As Literature

Minor

ENG205	Western World Literature I
ENG326	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 (BA)

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 are strongly encouraged to take an undergraduate minor in Education as part of AIC's Five-Year Masters Program in Middle/Secondary Education and to work with advisors in both the History and Education Departments.

Program Requirements

Major

HST101	Western Civilization I
HST102	Western Civilization II
HST200	World History

HST201	United States History to 1877
HST202	United States History since 1877
HST231	Introduction to Historical Research and Writing
HST399	Senior Project
PHI100	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, HST399: 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.

Minor

Six courses in history, including at least two courses on the 100 or 200 level. Students must take HST231: Introduction to Historical Research and Writing.

Human Biology (BS)

The human biology major is intended to prepare students for graduate studies and careers in the health sciences, such as physician 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.

Program Requirements

Major

BIO103	Human Anatomy and Physiology, with laboratory
BIO104	Human Anatomy and Physiology, with laboratory
BIO201	Biology I, with laboratory
BIO209	Pathophysiology
BIO350	Evolution
BIO404	Senior Seminar in Human Biology

Choose one from the following courses:

BIO213	Principles of Microbiology, with laboratory
BIO305	Microbiology, with laboratory

and one from the following courses:

BIO302	Comparative Vertebrate Anatomy, with laboratory
BIO312	Animal Histology, with laboratory

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

BIO302	Comparative Vertebrate Anatomy, with laboratory
BIO311	Comparative Embryology, with laboratory
BIO312	Animal Histology, with laboratory
BIO314	Animal Physiology, with laboratory
BIO315	Immunology, with laboratory
BIO331	Genetics, with laboratory
BIO332	Molecular Biology, with laboratory
BIO336	Parasitology, with laboratory
BIO348	Mammalogy, with laboratory
BIO349	Cell Biology, with laboratory

Plus one of the following courses:

CHE331	Biochemistry I, with laboratory
CHE332	Biochemistry II, with laboratory
MAT304	Biostatistics

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

Interdisciplinary Science (BS)

The bachelor's degree in interdisciplinary 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, and physics. The program is coordinated through the biology department.

Program Requirements

Major

BIO201	Biology I, with laboratory
BIO202	Biology II, with laboratory
CHE211	General Chemistry I, with review and laboratory
CHE212	General Chemistry II, with review and laboratory
CHE311	Organic Chemistry I, with laboratory
CHE312	Organic Chemistry II, with laboratory
PHY211	General Physics I, with review and laboratory
PHY212	General Physics II, with review and laboratory
MAT304	Biostatistics

Choose one from the following courses:

BIO213	Principles of Microbiology, with laboratory
BIO305	Microbiology, with laboratory

and one from the following courses:

BIO302	Comparative Vertebrate Anatomy, with laboratory
BIO312	Histology, with laboratory
BIO321	Ecology, with laboratory

Plus one from the following courses:

BIO403	Senior Seminar in Biology
CHE342	Senior Seminar

Additionally, all interdisciplinary science majors must complete two of the following:

MAT140	College Algebra and Trigonometry
MAT207	Calculus I
MAT208	Calculus II, with laboratory

Plus a minimum of 15 credit hours in courses from the following list: BIO103, BIO104, any 200 or higher level in biology, chemistry, or mathematics, with the exception of courses specified by each department.

International Studies (BA)

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 exten-

sive 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 pursuing graduate studies in global markets or business, history, law, or political science.

Program Requirements

Major

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)

POL106	Introduction to Political Science (comparative governments)
POL209	International Relations
ISM300	International Studies Seminar (with chairperson's permission, repeatable once to replace a course in a specialization area)

Choose one from the following:

GEO110/HST110/ IBS110	World Economic Geography
GEO120/HST120/IBS120	Diverse Cultures of the World

and one from the following courses:

ECO201	Principles of Economics I
IBS105	Introduction to International Business

Additionally, one from the following courses:

HST200	World History
HST390	Twentieth-Century Global History

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:
HST211/POL211 (European Integration), HST311, HST390, HST392, HST308 (Cold War), POL105, POL210, POL212, POL308, POL316, POL348
- European Studies:
HST201, HST203 (PHI203), HST211/POL211, HST307, HST308, HST367, (PHI310, POL310), HST392, PHI328; any modern European language literature or literature in translation course. With the chairperson's permission, ISM300 may be repeated once to fill a specialization requirement. ISM390 (Study Abroad) and ISM398 (Internship) also may be used with the chairperson's permission to fill a specialization requirement.

Minor

ISM300	International Studies Seminar
POL106	Introduction to Political Science II
POL209	International Relations

Choose one from the following courses:

ECO201	Principles of Economics I
IBS105	Introduction to International Business

and one from the following courses:

GEO110/HST110/IBS110 World Economic Geography
GEO120/HST120/IBS120 Diverse Cultures of the World

Additionally, one from the following courses:

HST200 World History
HST390 Twentieth-Century Global History

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.

Liberal Studies (BA)

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 aspirants work with advisors in each field.

Program Requirements

Major

Three literature courses, including:

One course in American literature: ENG210 or ENG303 or ENG304

One course in Western literature: ENG205 or ENG206

Any third course in literature

Two lab science courses, including:

One lab science course in the physical sciences (CHE or PHY) (Physics 231 with lab does not count as a lab science)

One lab science course in the life sciences (BIO)

Four courses in the humanities, including:

One philosophy course (usually PHI100 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:

GEO110	World Economic Geography (non-Education majors may substitute any economics course)
HST200	World History
POL105	Introduction to American Politics
PSY101	General Psychology I
SOC101	Introduction to Sociology

One math course (usually MAT117 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,

BIO209	Pathophysiology
BIO213	Principles of Microbiology
ECO210	Labor Economics
ECO213	Economic Issues
ECO219	U.S. Economic History
HST246	Civilization of the Ancient Mediterranean
HST211	European Integration
HST231	Introduction to Historical Research and Writing
MAT209	Calculus III, with laboratory
MAT270	Discrete Structures

Note: SPA300, MAT335 and MAT336 will NOT fulfill the requirement

Mathematics

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.

Program Requirements

Minor

MAT207	Calculus I
MAT208	Calculus II, plus laboratory
MAT209	Calculus III, plus laboratory

Choose one from the following courses:

MAT316	Linear Algebra
MAT309	Modern Abstract Algebra I

and one from the following courses:

MAT301	Advanced Calculus
MAT303	Differential Equations

Political Science (BA)

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.

Program Requirements

Major

POL105	Introduction to American Politics
POL106	Comparative Politics
POL209	International Relations
POL370	Seminar in Political Science
PSY302	Statistics

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

POL309	Political Thought I
POL310	Political Thought II
POL343	American Political Thought
POL345	Issues in Modern Political Thought

Minor

POL105	American Politics
POL106	Comparative Politics
POL209	International Relations

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

POL309	Political Thought I
POL310	Political Thought II
POL343	American Political Thought
POL345	Issues in Modern Political Thought

Pre-Professional Studies

Pre-Law Studies

“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 the college’s pre-law advisor who will provide career guidance to students. Each student will also work with an advisor in his/her major

Pre-Medical Studies

(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 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.

Students planning careers in medicine are strongly advised to take Biology 201 and 202 (with labs) in the first year. First-year students are also 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. In addition, Biology 152, 252, and 352 are 1-credit seminar courses intended to introduce students to the health professions and to the process of applying to professional schools.

Psychology (BS)

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.

Program Requirements

Major

PSY101	General Psychology I
PSY102	General Psychology II
PSY200	Foundations in Psychology
PSY302	Statistics
PSY315	Experimental Psychology
PSY317	Cognitive Psychology
PSY322	Physiological Psychology
PSY328	Advanced Statistics
PSY328L	Advanced Statistics Lab
PSY330	History and Systems in Psychology
PSY340	Psychology Practicum

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

Minor

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

PSY210	Health Psychology
PSY214	Human Sexuality
PSY301	Educational Psychology
PSY304	Abnormal Psychology
PSY305	Psychology of Industry
PSY312	Personality

Theoretical

PSY307	Social Psychology
PSY317	Cognitive Psychology
PSY322	Physiological Psychology
PSY328	Advanced Statistics
PSY328L	Advanced Stats Lab

Developmental	
PSY208	Adolescent Psychology
PSY309	Developmental Psychology
PSY346	Psychology of Aging
PSY350	Psychology of Death & Dying

Sociology (BA)

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.

Program Requirements

Major

SOC101	Introduction to Sociology
SOC205	Social Problems
SOC316	Classical Sociological Theory
SOC331	Sociological Research Methods

Plus six (18 credits) additional upper-level sociology courses

Minor

SOC101	Introduction to Sociology
SOC205	Social Problems
SOC316	Classical Sociological Theory
SOC331	Sociological Research Methods

Plus two additional upper-level sociology courses

Theater Arts (BA)

The theater arts program at American International College offers a Bachelor of Arts degree in theater arts. The courses offered in the program give students the opportunity to work in the areas of performance, technical theater, theory, and history of theater. The program is focused on developing well-rounded artists that can work in a variety of areas in the competitive business of theater. Students are required to take courses in acting, theory, history, technical theater and production and can choose from program electives in theater, English, communications, and music. The program produces two major productions each year and also offers summer theater opportunities to students. The goal of the theater program is to give students the opportunities, knowledge, and necessary credentials to compete in the highly competitive world of theater as artists and scholars.

Program Requirements

Major

THR101	Introduction to Theater
THR102	Fundamentals of Acting
THR105	Theater Workshop I (may be taken multiple times for 3 credits total)
THR202	Styles of Acting
THR203	Scene Study
THR205	Theater Workshop II (may be taken multiple times for 3 credits total)

THR210	Theater History I (Ancient Greeks – 1750)
THR214	Costume, Hair and Makeup Design
THR216	Play Production
THR305	Theater Workshop III
THR310	Theater History II (1750 – Present)
THR399	Directing

Choose one of the following

THR204	Voice and Articulation
THR206	Movement for the Actor

Plus a minimum of 9 credits from the following:

COM235	Visual Communications
COM314	Reviewing the Arts
COM395	Great Directors
ENG326	Shakespeare
ENG310	The Drama in English
MUS209	Opera Appreciation
MUS210	American Musical Theater
THR314	Theater and Society

Minor

The theater program at AIC offers a minor in Theater Arts. The minor enables students to gain confidence, presence, poise, and a basic knowledge of theater arts. Students are also given opportunities to apply what they have learned each semester in the current production based theater workshop courses.

The Theater minor consists of 21 hours:

THR101	Introduction to Theater
THR102	Fundamentals of Acting
THR105	Theater Workshop I (3 credits)
THR205	Theater Workshop II (3 credits)

Electives:

ENG310	Drama in English
ENG326	Shakespeare
MUS210	American Musical Theater
THR204	Voice and Diction
THR206	Movement for the Actor
THR314	Theater and Society

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.

Majors

- Accounting (BSBA)
- Economics and Finance (BSBA)
- General Business (BSBA)
- Healthcare Management (BSBA)
- International Business (BSBA)
- Management (BSBA)
- Marketing (BSBA)
- Sports and Recreation Management (BSBA)

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

ACC101	Principles of Accounting I
ACC102	Principles of Accounting II
BUS207	Business Communications
ECO201	Principles of Economics I (Part of General Education Requirements)
ECO202	Principles of Economics II (Part of General Education Requirements)
FIN203	Managerial Finance
IBS105	Introduction to International Business
LAW300	Business Law: Contracts and Agency
MAT119	Finite Mathematics I
MAT335	Foundations of Statistics
MGT105	Principles of Management
MIS101	Introduction to Management Information Systems
MIS102	Applications of Microcomputers
MKT204	Principles of Marketing I
MGT378	Senior Policy Seminar

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. Minors are available in the following fields:

Accounting
General Business
Economics and Finance
Healthcare Management
International Business
Management
Management Information Systems
Marketing
Sports and Recreation Management

Departments/Programs

Accounting (BSBA)

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.

Program Requirements

Major

Common Professional Component plus:

ACC202	Intermediate Accounting I
ACC203	Intermediate Accounting II
ACC302	Auditing
ACC304	Cost Accounting

ACC307	Advanced Accounting I
ACC308	Advanced Accounting II
ACC310	Federal Income Taxation
ACC311	Advanced Federal Taxation
ACC379	Accounting Capstone
FIN3__	300-level Finance Elective
MAT336	Statistical Analysis for Business Decisions

Plus 12 credits of business electives
and 4 credits of any Arts, and Sciences course

Minor

ACC101	Elementary Accounting I
ACC102	Elementary Accounting II
ACC202	Intermediate Accounting I
ACC203	Intermediate Accounting II

Choose one of the following courses:

ACC207	Managerial Accounting
ACC304	Cost Accounting

and one from the following courses:

ACC302	Auditing
ACC307	Advanced Accounting I
ACC308	Advanced Accounting II
ACC310	Federal Income Taxation

Economics and Finance (BSBA)

This program of study gives students a thorough grounding in the workings of the modern economy through study of economic theory – micro and macro – and specific topics in economic analysis including public finance, labor economics, and the science of business decision making. It covers all of the key topics in modern finance and applies them to investment strategy, corporate resource allocation, the financial markets, and international finance. Students receive a thorough grounding in the techniques of financial and economic analysis with a focus on optimal use of resources in both the public and private sectors.

Program Requirements

Major

Common Professional Component plus:

ECO210	Labor Economics
ECO316	Macroeconomic Theory
ECO358	Managerial Economics
ECO398	Directed Study Microeconomic Theory
ECO__	Economics Elective
FIN303	Money and Banking
FIN304	Advanced Managerial Finance
FIN306	Investments
FIN329	Public Finance
FIN__	Finance Elective
MAT120	Finite Mathematics II
MAT336	Statistical Analysis for Business Decisions
MGT215	Organizational Behavior

Minor

ECO201	Principles of Economics I
ECO202	Principles of Economics II
FIN203	Managerial Finance

Choose two from the following courses:

ECO329	Public Finance
ECO358	Managerial Economics
FIN303	Money and Banking
FIN306	Investments

And one from the following courses:

ECO314	International Business
ECO321	Important Economists and Their Contributions
FIN304	Advanced Managerial Finance
FIN309	Principles of Insurance (also cross listed ECO309)
FIN310	Commercial Banking

General Business (BSBA)***Program Requirements*****Major**

Common Professional Component plus:

ACC207	Managerial Accounting
ECO210	Labor Economics
ENG213	Public Speaking
FIN__	Finance Elective
MGT215	Organizational Behavior
MGT315	Business & Society
MGT325	Leadership
MGT__	Management Elective
MGT__	Management Elective
MKT__	Marketing Elective
MKT__	Marketing Elective

Plus 9 credits of business electives

Minor

ACC101	Principles of Accounting I
ACC102	Principles of Accounting II
ECO201	Principles of Economics
FIN203	Managerial Finance
IBS105	Introduction to International Business
MGT105	Principles of Management
MKT204	Principles of Marketing

Healthcare Management (BSBA)

This course of study prepares students to work as managers within a wide variety of healthcare settings, including hospitals, medical practices, extended care facilities, insurance companies, and government agencies. Building on a foundation of general business courses and techniques, it introduces students to healthcare ethics, finance, law, marketing, information systems, and human resources; and explores the

relationship of all of these to the role of governments and third party providers who represent the major source of funding in healthcare. Students are exposed to practical management situations as well as to theories and analytical techniques that are essential to effective problem solving within the American healthcare system.

Program Requirements

Major

Common Professional Component plus:

HCM300	American Healthcare System
HCM310	Healthcare Management
HCM320	Healthcare Marketing
HCM335	Ethical and Legal Issues in Healthcare
HCM340	Healthcare Management Technologies
HCM395	Internship
MGT313	Human Resource Management
MGT325	Leadership
MGT361	Project Management

Plus 9 credits of business electives

Minor

MGT105	Principles of Management
HCM300	American Healthcare System
HCM310	Healthcare Management
HCM320	Healthcare Marketing
HCM335	Ethical and Legal Issues in Healthcare

Choose one of the following courses:

MGT313	Human Resource Management
MGT325	Leadership
MGT361	Project Management

International Business (BSBA)

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.

Program Requirements

Major

Common Professional Component plus:

FIN__	Finance Elective
IBS120	Diverse Cultures of the World
IBS314	International Economics
IBS316	International Marketing
IBS320	Management of Import/Export Business
IBS325	Global Supply Chain and International Business Negotiations
IBS350	International Human Resource Management

Choose two of the following courses:

IBS335	International Organization and Administration
IBS380	International Business Capstone Course
IBS395	International Management Internship

and one of the following courses:

MGT315 Business and Society

MGT325 Leadership

Foreign Language 101, 102; two upper level language courses

Plus 9 elective credits in any courses

Minor

IBS105 Introduction to International Business

IBS120 Diverse Cultures of the World

Choose four from the following courses:

IBS314 International Economics

IBS316 International Marketing

IBS320 Export-Import Management

IBS325 Global Supply Management and International Business Negotiations

IBS335 International Business Administration and organization

IBS350 International Human Resource Management

IBS380 International Business Capstone Course

Management (BSBA)

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.

Program Requirements

Major

Common Professional Component plus:

ACC207 Managerial Finance

ECO210 Labor Economics

FIN ___ Finance elective

MGT215 Organizational Behavior

MGT315 Business and Society

MGT325 Leadership

MGT361 Project Management

MGT ___ Management elective

MGT ___ Management elective

MGT ___ Management elective

MKT ___ Marketing elective

Plus 9 credits of business electives

Minor

MGT105 Principles of Management

MGT215 Organizational Behavior

Choose three from the following courses:

MGT305 Labor & Industrial Relations

MGT312 Production Management

MGT313 Human Resource Management

MGT315	Ethics
MGT321	Internship
MGT354	Entrepreneurship

And one from the following courses:

MGT325	Leadership
MGT361	Project Management

Management Information Systems

Minor

MIS101	Introduction to Management Information Systems
MIS102	Applications of MicroComputers
MIS310	eCommerce
MIS311	Systems Analysis and Design
MIS350	Computer Security and Control
MGT361	Project Management

Marketing (BSBA)

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.

Program Requirements

Major

Common Professional Component plus:

MKT303	Distribution Strategies
MKT305	Consumer Behavior
MKT313	Brand Management
MKT315	Strategic Marketing Management
MKT350	Marketing Communication Strategies
MKT395	Internship

Plus 21 credits of any 300-level marketing course or other electives approved by the Marketing Department

Minor

MKT204	Principles of Marketing
MKT305	Consumer Behavior
MKT313	Brand Management

Choose three from the following courses:

MKT301	Professional Sales Development
MKT302	Advertising
MKT303	Distribution Merchandising
MKT304	Marketing Research
MKT306	Hospitality & Service Marketing
MKT307	Marketing Technology
MKT310	Market Simulation
MKT315	Strategic Marketing Management
MKT316	International Marketing

MKT318	Sports Marketing
MKT350	Marketing Communication Strategies

Sports and Recreation Management (BSBA)

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.

Program Requirements

Major

Common Professional Component plus:

MGT313	Human Resource Management
SRM200	Management of Sports Industries
SRM300	Sports Marketing
SRM301	Sports Finance and Economics
SRM310	International Aspects of Sports Management
SRM390	Current Issues in Sports Management
SRM395	Sports and Recreation Management Practicum

Plus 15 credits of business electives

Minor

MGT105	Principles of Management
MKT204	Principles of Marketing
SRM200	Management of Sports Industries

Choose three from the following courses:

SRM300	Sports Marketing
SRM301	Sports Finance and Economics
SRM302	Human Resource Management in the Sports Industry
SRM305	Sports Media Relations
SRM306	Event and Facility Management
SRM307	Programming in Human Services
SRM308	Legal Issues in Sports and Recreational Management
SRM309	The Sporting Goods Industry
SRM310	International Aspects of Sports Management

ADULT AND CONTINUING EDUCATION

Pamela Robinson, Associate Dean

Mission

The mission of Adult and 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, Adult and 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.

Majors

- Liberal Arts (AA)
- General Business (ABA)
- Liberal Arts (BA)
- Social Sciences (BA)
- Accounting (BSBA)
- Finance (BSBA)
- General Business (BSBA)
- Human Resource Management (BSBA)
- Management (BSBA)
- Management and Technology (BSBA)
- Marketing (BSBA)
- Administration (BSHS)
- Gerontology (BSHS)
- RN to BSHS (BSHS)

PROGRAMS

Liberal Arts (AA)

The Associate of Arts is conferred upon students who have satisfactorily completed a minimum of 60 semester hours of academic work. Liberal Arts is the area of concentration. This program is designed to provide students with a solid introduction to the subject matter. It also provides a seamless transition into the Bachelor of Arts degree program.

Program Requirements

General Education Requirements:

ENG101	English Composition I
ENG102	Analytical Thinking
ENG2__	Literature
Scientific Awareness	Three (3) credits from General Education Requirements
Social Awareness	Twelve (12) credits from General Education Requirements
Cultural Awareness	Twelve (12) credits from General Education Requirements
MIS101	Introduction to Management Information Systems
Electives	Twenty-one (21) general electives

Business Administration (ABA)

Same description as the AA, except General Business is the concentration.

Program Requirements

General Education Requirements:

ENG101	English Composition I
ENG102	Analytical Thinking
Scientific Awareness	Three (3) credits from General Education Requirements
Social Awareness	Three (3) credits from General Education Requirements
Cultural Awareness	Three (3) credits from General Education Requirements
Electives	Six (6) general electives

Business Common Professional Component:

ACC101	Principles of Accounting I
ACC102	Principles of Accounting II
BUS207	Business Communication
ECO201	Principles of Economics I (Macro)
ECO202	Principles of Economics II (Micro)
FIN203	Managerial Finance
IBS105	Introduction to International Business
LAW300	Business Law
MGT105	Principles of Management
MKT204	Principles of Marketing
MAT119	Finite Mathematics I
MAT335	Statistics
MIS101	Introduction to Management Information Systems

Liberal Arts (BA)

The Bachelor of Arts is conferred upon students who have satisfactorily completed a minimum of 120 semester hours of academic work. This program is designed to meet two major objectives: to provide students with a solid introduction to the liberal arts and to allow students (through judicious use of their electives) the flexibility to combine those studies with their vocational or avocational 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 information 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.

Program Requirements

General Education Requirements:

ENG101	English Composition I
ENG102	Analytical Thinking
ENG2__	Literature
ENG213	Public Speaking
Scientific Awareness	Six (6) credits from General Education Requirements
Social Awareness	Nine (9) credits from General Education Requirements
Cultural Awareness	Nine (9) credits from General Education Requirements
MIS101	Introduction to Management Information Systems
Mathematics	Three (3) credits
Electives	Eighteen (18) credits of general electives

- *Concentration I Fifteen (15) credits from one liberal arts subject matter
- *Concentration II Fifteen (15) credits from one liberal arts subject matter
- *Approved Concentrations: English, history, mathematics, political science, psychology, sociology

Social Sciences (BA)

The Bachelor of Arts is conferred upon students who have satisfactorily completed a minimum of 120 semester hours of academic work. This program is designed to meet two major objectives: to provide students with a solid introduction to the social sciences and to allow students (through judicious use of their electives) the flexibility to combine those studies with their vocational or avocational 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 information 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.

Program Requirements

General Education Requirements (same as Liberal Arts BA)

***Multi-Discipline Concentrations**

- Concentration I Twelve (12) credits in selected social science
- Concentration II Twelve (12) credits in selected social science
- Concentration III Six (6) credits in selected social science

*Approved Concentrations: economics, history, political science, psychology, sociology

Accounting (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 Accounting major stresses accounting theory and fundamentals, balanced by practical applications. Students are prepared to use accounting and financial information to plan, control and manage an organization's resources. The General Education Requirements and the Business Common Professional Component apply to all BSBA students.

Program Requirements

General Education Requirements:

- ENG101 English Composition I
- ENG102 Analytical Thinking
- ENG 2__ Literature
- Scientific Awareness Six (6) credits from General Education Requirements
- Social Awareness Six (6) credits from General Education Requirements
- Cultural Awareness Six (6) credits from General Education Requirements

Business Common Professional Component:

- ACC101 Principles of Accounting I
- ACC102 Principles of Accounting II
- BUS207 Business Communications
- ECO201 Principles of Economics I (Macro)
- ECO202 Principles of Economics II (Micro)
- FIN203 Managerial Finance
- IBS105 Introduction to International Business
- LAW300 Business Law

MGT105	Principles of Management
MKT204	Principles of Marketing
MAT119	Finite Mathematics I
MAT335	Statistics
MIS101	Introduction to Management Information Systems
MIS102	Microcomputer Applications
MGT378	Senior Policy Seminar

Major Requirements

ACC202	Intermediate Accounting I
ACC203	Intermediate Accounting II
ACC302	Auditing
ACC304	Cost Accounting
ACC307	Advanced Accounting I
ACC308	Advanced Accounting II
ACC310	Federal Income Tax I
ACC311	Federal Income Tax II
FIN3__	Finance Elective
MAT120	Finite Mathematics II
Electives	Nine (9) credits of general electives

Finance (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 Finance major stresses quantitative and qualitative financial techniques, global impacts, risk assessments and decision agility, as well as integrating finance with other organizational functions. Students are prepared to make sound financial decisions for a variety of organizations and individuals. The General Education Requirements and the Business Common Professional Component apply to all BSBA students.

Program Requirements

General Education Requirements (see Accounting)

Business Common Professional Component (see Accounting)

Major Requirements

ECO210	Labor Economics
ECO398	Economic Theory
ECO316	Macroeconomic Theory
ECO358	Managerial Economics
ECO__	Economics Elective
FIN303	Money and Banking
FIN304	Advanced Managerial Finance
FIN306	Investments
FIN329	Public Finance
FIN__	Finance Elective
MGT215	Organizational Behavior
MAT120	Finite Mathematics II
MAT336	Statistical Analysis for Business Decisions
Electives	Nine (9) credits of general electives

General Business (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 General Business major stresses business fundamentals, technology agility, leadership, teamwork, and opportunity recognition in a dynamic, global marketplace. The General Education Requirements and the Business Common Professional Component apply to all BSBA students.

Program Requirements

General Education Requirements (see Accounting)

Business Common Professional Component (see Accounting)

Major Requirements

ACC207	Managerial Accounting
ENG213	Public Speaking
FIN__	Finance elective
MGT215	Organizational Behavior
MGT325	Leadership
MGT__	Six (6) credits of management Electives
MKT__	Six (6) credits of marketing elective
Electives	Nine (9) credits of business electives
Electives	Twelve (12) credits of general electives

Human Resource Management (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 Human Resource Management major examines a variety of personnel issues as they relate to business and industry. Coursework draws heavily from psychological theory and practice to inform the successful management and development of a thriving workforce. The General Education Requirements and the Business Common Professional Component apply to all BSBA students.

Program Requirements

General Education Requirements (see Accounting)

Business Common Professional Component (see Accounting)

Major Requirements

ACC207	Managerial Accounting
ECO210	Labor Economics
ENG213	Public Speaking
MGT305	Labor and Industrial Relations
MGT313	Human Resource Management
OGD301	Organizational Development
PSY101	General Psychology I
PSY102	General Psychology II
PSY302	Statistics
PSY305	Psychology of Industry
PSY306	Psychological Testing
Electives	Fifteen (15) credits of general electives

Management (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 Management major stresses human resource management, labor and industrial relations, operations management, organizational behavior, business ethics and leadership. The General Education Requirements and the Business Common Professional Component apply to all BSBA students.

Program Requirements

General Education Requirements (see Accounting)

Business Common Professional Component (see Accounting)

Major Requirements

ACC207	Managerial Accounting
ECO210	Labor Economics
FIN3__	Finance elective
MGT215	Organizational Behavior
MGT315	Business and Society
MGT325	Leadership
MGT___	Nine (9) credits of management electives
MGT361	Project Management
MKT___	Marketing elective
Electives	Nine (9) credits of business electives
Electives	Six (6) credits of general electives

Management and Technology (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 Management and Technology major provides students with a solid background in management issues and allows them to transfer in more technical science coursework. The General Education Requirements and the Business Common Professional Component apply to all BSBA students.

Program Requirements

General Education Requirements (see Accounting)

Business Common Professional Component (see Accounting)

Major Requirements

MGT215	Organizational Behavior
MGT305	Labor and Industrial Relations
MGT312	Production Management
MIS350	Computer Security and Control
Technical Science	Up to 36 transfer credits in technical science

Marketing (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 Marketing major stresses theory and practice, effective communication, planning, market analysis, decision-making and technology utilization. The General Education Requirements and the Business Common Professional Component apply to all BSBA students.

Program Requirements

General Education Requirements (see Accounting)

Business Common Professional Component (see Accounting)

Major Requirements

MKT303	Distribution Strategies
MKT305	Consumer Behavior
MKT313	Brand and Price Strategies
MKT315	Strategic Marketing Management
MKT350	Integrated Marketing Communications
MKT395	Marketing Internship
Electives	Twenty-One (21) credits of marketing or other electives approved by advisor
Electives	Nine (9) credits of general electives

Human Services Administration (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. Students develop a foundation in the liberal arts, then build on that with courses in human relations, psychology, and sociology. The Administration major prepares students for management in a human services agency. The General Education Requirements and the Common Professional Component apply to all BSHS students.

Program Requirements

General Education Requirements

ENG101	English Composition I
ENG102	Analytical Thinking
ENG2__	Literature
Scientific Awareness	Six (6) credits from General Education Requirements
Cultural Awareness	Nine (9) credits from General Education Requirements
MIS101	Introduction to Management Information Systems
Mathematics	Three (3) credits

Common Professional Component

ENG213	Public Speaking
MIS102	Microcomputer Applications
HRD200	Introduction to Human Relations
HRD201	Human Relations and Human Effectiveness
HRD310	Career Development as Life Management
HRD370	Major Sources of Human Productivity
PSY101	General Psychology I
PSY102	General Psychology II
PSY302	Statistics
PSY__	Psychology elective
SOC100	Introduction to Sociology
SOC205	Social Problems

Major Requirements

ECO__	Economics Elective
FIN200	Budgeting for Human Services
MGT105	Principles of Management
MGT215	Organizational Behavior
MGT313	Human Resource Management

MKT204	Principles of Marketing I
LAW318	Legal Aspects of Health Care
SOC__	Six (6) credits of sociology electives
Electives	Twenty-Seven (27) credits of general electives

Gerontology (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. Students develop a foundation in the liberal arts, then build on that with courses in human relations, psychology and sociology. The Gerontology major prepares students for work with the 50+ population served by retirement centers, social service agencies, government agencies, nursing homes, and corporations. The program has a strong focus on aging as a developmental stage rather than as an illness. The General Education Requirements and the Common Professional Component apply to all BSHS students.

Program Requirements

General Education Requirements (see Human Services Administration)

Common Professional Component (see Human Services Administration)

Major Requirements

GSC340	The Aging Experience
GSC345	Contributors to Healthy Aging
GSC352	Health Aspects of Aging
GSC360	Systems and Networks
GSC370	Current Issues in Gerontology
GSC390	Field Work in Gerontology
LAW318	Legal Aspects of Health Care
PSY346	Psychology of Aging
PSY350	Psychology of Death and Dying
Electives	Twenty-Seven (27) credits of general electives

RN to BSHS (BSHS)

There are two Bachelor of Science in Human Services Programs of Study designed for Registered Nurses who have earned a diploma from a hospital nursing program or an Associate's Degree in Nursing from a community college. Concentrations in Administration and Gerontology are offered. For each of these programs, seventy-five credits are awarded for the completion of the Nursing Education Program and earned Registered Nurse Licensure.

All students in the RN to BSHS programs are required to complete 45 credits at the College.

Program Requirements

General Education Requirements:

ENG101	English Composition I
ENG102	Analytical Thinking
ENG2__	Literature
Cultural Awareness	Six (6) credits from General Education Requirements
MIS 101	Introduction to Management Information Systems

Administration

HRD200	Introduction to Human Relations
HRD201	Human Relations and Human Effectiveness
HRD___	Elective
PSY___	Elective
MGT 105	Principles of Management
MGT215 or	Organizational Behavior
MAT313	Human Resource Management
FIN200	Budgeting for Human Services
LAW318	Legal Aspects of Health Care
Elective	Three (3) credits of general electives

Gerontology

GSC340	The Aging Experience
GSC352	Health Aspects of Aging
GSC360	Systems and Networks
GSC365	Legal Issues and Public Policy
GSC390	Field Work in Gerontology
GSC___	Gerontology elective
Electives	Thirty-Nine (39) credits of general electives

SCHOOL OF HEALTH SCIENCES

Cesarina Thompson, PhD, Dean

Mission

In concert with the mission of American International College, the School of Health Sciences prepares students to become culturally competent clinicians, leaders, and scholars by providing dynamic, interactive, and interprofessional learning experiences. Committed to academic excellence, community service, and the intrinsic worth of each individual, the School prepares students to address the health needs of our diverse and rapidly changing society.

Majors

Nursing (BSN)

Occupational Therapy (BSOS)

Physical Therapy (BS)

Public Health (BS)

Criminal Offender Record Information (CORI)

Sex Offender Registry Information (SORI)

Prior to being accepted into school of health sciences 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 Dean, Lissa Building.

Nursing (BSN)

The faculty believes that nursing is the art and the science of assisting clients to meet their 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.

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.

Admissions Requirements

The four-year undergraduate nursing program accepts candidates for freshman admission in September and January. Preferred application deadlines are: February 15th for first time freshmen and March 15th for transfer students.

Students who have not completed any college level coursework, including nursing coursework, are admitted as full-time freshman students into the four-year program.

First time freshman candidates must satisfy the college's admissions requirements, 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 950 or above on the critical reading and critical math components, or ACT scores that demonstrate a minimum score of 21.

Transfer applicants who are applying to AIC from another institution are accepted on a space-available basis for both the fall and spring semester. 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:

- ENG101/103
- ENG102/104
- BIO103 & 104
- BIO209
- BIO213
- CHE111
- PSY101
- PSY309
- SOC101

Transfer of nursing courses is evaluated by the Director of the Division 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.

Current AIC students seeking admission to the nursing program must complete a formal application process as an Internal Transfer. Internal transfer applications are reviewed in spring semesters only for fall admission into the program. Information on the internal transfer process can be obtained through the Dean's office located in the Lissa building.

Program Requirements

BIO103	Human Anatomy and Physiology I
BIO104	Human Anatomy and Physiology II
BIO209	Pathophysiology
BIO213	Principles of Microbiology
CHE111	General, Organic and Biological Chemistry
NUR101	Introduction to Professional Nursing
NUR102	Dosage Calculations
NUR103	Pharmacology
NUR106	Fundamentals of Professional Nursing Practice
NUR206	Adult Medical Surgical Nursing
NUR210	Nursing Research
NUR214	Family Centered Nursing
NUR215	Family Centered Nursing Process
NUR302	Community Focused Nursing
NUR304	Psychiatric/Mental Health Nursing
NUR306	Complex Medical Surgical Nursing
NUR307	Nursing Leadership
NUR325	Trends and Issues in Nursing
NUR328	Nursing Seminar
ENG213	Public Speaking

COM105	Information and Technology
PSY302	Statistics
PSY309	Developmental Psychology
SOC101	Introduction to Sociology
SPA104	Spanish for Health Professionals

Note:

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

A minimal grade of C+ must be achieved in all nursing courses, as well as in BIO103, 104, 209, and 213, CHE111, ENG 101/103 and 102/104, PSY101 and 309 and SOC101.

RN-BSN 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 articulation agreements. The Division of Nursing offers an RN-BSN completion program that acknowledges the experience and needs of working professionals. Prospective students are expected to contact the Division of Nursing Director to discuss program requirements.

Occupational Therapy (BSOS)

Occupational therapy requires a master's degree for entry-level, generalist practice. The School of Health Sciences offers 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. Traditional freshmen complete general education requirements and professional foundation courses in the first three years and then progress to professional courses in the fourth year. Transfer students generally enter the program at advanced standing and may take up to three years to complete the undergraduate phase of the program. Upon completion of the requirements for a BSOS degree, students attain graduate status and progress into the fifth year to complete graduate coursework that includes Level II Fieldwork. Upon completion of fifth year requirements, students are awarded the MSOT degree.

Admissions 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. Preferred application deadlines are: February 15th for first time freshmen and March 15th for transfer students. 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

EDC102	The Undergraduate Experience
ENG101	English Composition I
ENG102	English Composition & Literature II

COM105	Information Technology
PSY101	General Psychology I
PSY102	General Psychology II
PSY304	Abnormal Psychology
PSY309	Developmental Psychology
SOC101	Introduction to Sociology
BIO103	Human Anatomy & Physiology
PHY116	Physics of the Human Body
MAT304	Biostatistics
ENG338	Scientific Research Writing
Cultural Awareness (6 credits)	
Literature (3 credits)	
Social Awareness (3 credits)	
Electives (9 credits)	
OTR100	Medical Terminology
OTR204	Activity Analysis
OTR220	Occupational Science
OTR222	Gross Anatomy with Laboratory
OTR623	Neuroscience
OTR201	Group Dynamics
OTR302	Kinesiology with Laboratory
OTR303	Outcomes
OTR 625	Program Development/Leadership

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.

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.

After completing the third year of course requirements for the occupational therapy program, students enter the professional phase and complete a fourth year of graduate level coursework 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 coursework 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.

Physical Therapy (BS)

Physical Therapy requires a doctoral degree for entry into practice. The School of Health Sciences offers two options to earn the Doctorate in Physical Therapy (DPT): a six-year program for entering freshmen and a three-year post-baccalaureate program for individuals who have already earned a bachelor's degree and completed the prerequisites for the program.

Students entering the DPT program as traditional freshmen or undergraduate transfer students, complete the curriculum in two phases: the first three years of undergraduate study (pre-professional phase) consist of completing general education and program core requirements in preparation for entry into the professional (doctoral) phase.

Upon successful completion of four years of the program, students are awarded a bachelor of science degree in health sciences and then must complete two more years to earn the DPT (see graduate catalog for requirements).

Admissions Requirements

In addition to the college's undergraduate admissions requirements, physical therapy candidates must have a high school GPA of 3.0; rank in the upper third of their high school class; have a combined score of 1050 for the critical reading and mathematics sections of the SAT-1 (generally expected); and have evidence of completing observational experiences in the field of physical therapy.

Preferred application deadlines are: February 15th for first time freshmen and March 15th for transfer students.

Program Requirements

BIO201	Biology I
BIO202	Biology II
BIO103	Anatomy and Physiology I
BIO104	Anatomy and Physiology II
CHE211	General Chemistry I, with review and laboratory
CHE212	General Chemistry II, with review and laboratory
PHY211	General Physics I, with review and laboratory
PHY212	General Physics II, with review and laboratory
COM105	Information and Technology
PSY101	General Psychology I
PSY102	General Psychology II
PTR101	Physical Therapy Orientation
MAT304	Biostatistics

In the three-year undergraduate phase, a cumulative grade point average of 3.2 and a grade point average of 3.0 in core physical therapy requirements must be attained 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.

Public Health (BS)

A bachelor of science in public health prepares graduates to work in a variety of settings, public and private, and engage in a wide range of population-based health promotion, health protection, and disease prevention activities. Public health professionals may be employed in healthcare organizations and community-based agencies. In addition to major requirements, students must select a concentration (15 credits) in consultation with the program advisor.

Program Requirements

PCH101	Introduction to Public Health
PCH201	Global Health
PCH210	Program Planning & Evaluation
PCH220	Epidemiology in Public Health
PCH350	Community Health Promotion
PCH360	Public Health Policy
PCH370	Seminar in Public Health
PCH385	Capstone in Public Health
PCH395	Internship in Public Health
PSY 210	Psychology of Health
HCM 300	American Healthcare System
HCM335	Ethical and Legal Issues in Healthcare

A course in healthcare finance and additional science courses relevant to the student's career goals are required. Students work closely with the program director to select specific courses that will meet program requirements and career goals.

GRADUATE DEGREES CONFERRED

Master of Arts (MA)

- Clinical Psychology
- Counseling Psychology
- Educational Psychology

Master of Arts in Educational Psychology

- School Adjustment Counseling
- School Guidance Counseling

Master of Business Administration (MBA)

Master of Public Administration (MPA)

Master of Education (MEd)

- Early Childhood Education
- Elementary Education
- International Education (Cairo)
- Middle School Education
- Secondary Education
- Moderate Disabilities
- Reading Specialist
- School Leadership

Master of Fine Arts in Creative Writing (MFA)

Master of Science (MS)

- Forensic Psychology

Master of Science in Accounting and Taxation (MSAT)

Master of Science in Nursing (MSN)

Master of Science in Occupational Therapy (MSOT)

Certificate of Advanced Graduate Study (CAGS)

- Early Childhood Education
- Elementary Education
- Middle School Education
- Secondary Education
- Moderate Disabilities
- Reading Specialist
- School Adjustment Counseling
- School Leadership
- School Guidance Counseling

Doctor of Education (EdD)

- Educational Psychology
- Teaching and Learning
- Educational Leadership and Supervision
- Psychology
- Individual and Institutional Development
- Professional Counseling and Supervision

Doctor of Physical Therapy (DPT)

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 sealed 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

This 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. 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 inter-

national 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:

A completed and signed application

Official sealed transcript(s) of all previous academic work, undergraduate and graduate properly evaluated

1. Letters of recommendation
2. Personal goal statement or essay, if applicable.
3. Declaration and Certification of Finances form
4. Official Test of English as a Foreign Language (TOEFL) or ESL International score
5. U.S. \$50 non-refundable application fee
6. Official standardized test scores, if applicable
7. 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 and provide unofficial transcripts before proceeding with initial nine credit non-matriculated course work. 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 the Provost, 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/financialaid for more details.

GRADUATE ACADEMIC REGULATIONS

All students are expected to be familiar with the Graduate Academic Regulations of American International College, a separate publication, which can be found at AIC FirstClass desktop>academics>academic policies/handbooks>click to open Graduate Academic Regulations. Major elements of that publication include the following:

Student Advising

All students are assigned an academic advisor who takes an active interest in the academic development of the student. This includes aiding and making decisions regarding course registration, offering support, and referring those needing any type of help to the appropriate resources.

Matriculation

Matriculation is accorded to full-time and part-time students who are officially recognized candidates for a degree.

Academic Status

Full-time status is determined by the student's program.

All international students certified by American International College with the U.S.

Department of Immigration must carry a full-time course load as defined by the program.

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.

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 Standing

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 each term by the Provost 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 term, the student may be dismissed from the graduate program.

Report of Grades

The Registrar's Office makes student grades available to students via the student information system at the end of each term.

Course Grade Appeal Process

This appeals process provides an opportunity for the student to initiate a review of a perceived injustice in the final determination of a course grade.

Incomplete Work

A grade of "Incomplete" (I) is applied to work of acceptable quality when all of the coursework 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-term deadline for submission of grades. An "Incomplete" (I) must be completed by the last day of examinations of the following term. 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.

Course Changes

Changes in course selection may be made at any time up to the end of the first week of any term and shall be processed through the Office of the Registrar with the use of a printed form entitled (Add/Drop Card) or email. The signature of the student and the faculty advisor or the dean of the school is required.

Withdrawal from Individual Courses

Withdrawal from individual courses shall be processed through Office of the Registrar with the use of the appropriate form.

Withdrawal from the College

A student must initiate formal withdrawal from the college with the Office of the Registrar.

Leave of Absence

A student may apply to their Graduate Program Director/Advisor for a leave of absence. At its conclusion, the student may request an extension if necessary. 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.

Statute of Limitations

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

Academic Integrity

American International College is firmly committed to students understanding the value of their education. Students are expected to perform their own academic work according to the standards set by the faculty, departments, schools, and the college.

Graduation

Candidates for graduation must satisfy the academic requirements as outlined by the program and institution. Commencement exercises are held in May of each year.

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 term, or during the equivalent of the first week of a term 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 grade 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. Returning students will have their old identification cards validated upon completing financial arrangements with the business office each term.

SCHOOL OF GRADUATE & ADULT EDUCATION

GRADUATE BUSINESS

Gregory T. Schmutte, PhD, Interim Dean

Description

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.

Our credentialed and experienced graduate business faculty provides a balance of full-time and adjunct staff brings extensive business, teaching, consulting, and research backgrounds to the classroom.

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 individualized contact is a core tenet of our programs' success.

Master of Business Administration (MBA)

American International College takes pride in its MBA program, which is designed to develop future managers through an 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 areas of business. The program stresses development of decision-making skills, analytical approaches to solving business problems, and an appreciation of the relationships between technology and people in profit-seeking and non-profit organizations. The curriculum prepares students for managerial positions and enhances the managerial skills of senior or general managers.

The MBA program is a structured 12-course, 36-credit program that operates on a cohort-based model. Students enter the program as a group or cohort in September or January and will attend classes with the same group of students until they graduate from the program. Our students typically complete the MBA program in two years. The culmination of the program is the MBA Capstone where students pull together the knowledge gained in the program by creating a comprehensive business plan to start their own business. Students who lack adequate undergraduate preparation will be required to complete selected foundation courses in economics, accounting, and finance as determined by the graduate advisor.

Admissions Requirements

The MBA program practices "rolling admissions" where admission applications are received throughout the year and up to the start of the orientation for each cohort. Decisions are rendered within two weeks once we are in receipt of the completed application. 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.

The program requires an undergraduate GPA of 2.75 or better, a personal goal statement, two letters of recommendation, and the ability to contribute to the classroom setting. Students whose native language

is not English are also required to submit a TOEFL score. In the event an individual wishes to apply to the program but does not have a 2.75 GPA, the individual will be required to be interviewed by the graduate advisor, after which depending on the outcome of the interview and review of all other application materials, the individual may be granted a full or conditional acceptance into the program. 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 courses to satisfy the program's prerequisite requirements: Economics, Accounting, and Finance. Students who have not taken these prerequisite courses will be required to take the MBA Boot Camp course to satisfy the course prerequisite requirement.

Program Requirements

MBA500	Strategic Management
MBA501	Organizational Behavior
MBA505	Managerial Accounting
MBA510	Marketing Management
MBA515	Operations Management
MBA520	International Business
MBA535	Human Resource Management
MBA540	Quantitative Analysis for Decision Making
MBA545	Managerial Finance
MBA550	Managerial Economics
MBA555	Information Systems for Business Strategy
MBA560	The MBA Capstone

Master of Science in Accounting and Taxation (MSAT)

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 semester hours beyond a baccalaureate degree. The MSAT program fully meets AICPA requirements in the three mandated areas: general knowledge, organizational and business knowledge, and accounting and auditing knowledge.

Admissions Requirements

The MSAT program practices "rolling admissions" where admission applications are received throughout the year up to the start of each term. Students may start their program in the fall or spring semesters or during the summer sessions. Decisions are rendered within two weeks once we are in receipt of the completed application. 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.

The program requires an undergraduate GPA of 2.75 or better, a personal goal statement, two letters of recommendation, and the ability to contribute to the classroom setting. Students whose native language is not English are also required to submit a TOEFL score. In the event an individual wishes to apply to the program but does not have a 2.75 GPA, the individual will be required to be interviewed by the graduate advisor, after which depending on the outcome of the interview and review of all other application materials, the individual may be granted a full or conditional acceptance into the program.

Program Requirements

Core Courses (Six Courses, 18 Credit Hours)

GAT707	Advanced Accounting I- Consolidations, International and Partnership
GAT708	Advanced Accounting II-Governmental and Not-for Profit
GAT720	Tax I
GAT721	Tax II
GAT725	Contemporary Issues in Business Law
GAT890	Seminar in Contemporary Accounting Issues (Capstone Course)

Elective Courses (Four Courses, 12 Credit Hours)

GAT710	Managerial Accounting
GAT810	Advanced Issues of Partnership and Corporate Taxation
GAT814	Fraud Examination
GAT815	Business Valuation
GAT816	Prevention and Detection of Fraud in Financial Reporting
GAT820	Managerial Tax Planning
GAT830	Employee Benefits and Retirement
GAT850	Computer Security and Audit
GAT860	Estate and Gift Taxation
GAT875	Controllership
GAT878	International Taxation and Accounting

One, and only one, 400 level or higher non-accounting graduate business elective.

Candidates for the MSAT degree program who qualify for admission to the program but lack the appropriate preparation courses in accounting, economics, finance, management, marketing and statistics are required to complete the business foundation courses as defined by the graduate advisor.

Master of Public Administration (MPA)

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. 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 Master of Public Administration is a professional degree primarily for those who want to pursue a career in public service.

The Master of Public Administration is a 12 course, 36 credit program. Our students typically complete the MPA program in two years. The culmination of the program is the MPA Capstone where students pull together the knowledge gained in the program by preparing a master's thesis on a research topic of interest to the student applicable to the field of public administration or plans and implements a substantial project in the field of public administration.

Admissions Requirements

The MPA program practices "rolling admissions" where admission applications are received throughout the year up to the start of each term. Decisions are rendered within two weeks once we are in receipt of the completed application. 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.

The program requires an undergraduate GPA of 2.75 or better, a personal goal statement, two letters of recommendation, and the ability to contribute to the classroom setting. Students whose native language is not English are also required to submit a TOEFL score. In the event an individual wishes to apply to the program but does not have a 2.75 GPA, the individual will be required to be interviewed by the graduate advisor, after which depending on the outcome of the interview and review of all other application materials, the individual may be granted a full or conditional acceptance into the program. In addition to the above requirements, students need to have taken one semester of an undergraduate course in the subject of Political Science or American Government.

Program Requirements (36 Credit Hours)

MPA 403	Public Budgeting
MPA 404	Public Policy
MPA 405	Administrative Law
MPA 410	Strategic Marketing for Nonprofit Organizations
MPA 411	Human Resources Management
MPA 505	Grant Writing- Development & Application
MPA 521	Organizational Behavior
MPA 529	Public Finance
MPA 540	Quantitative Analysis for Decision Making
MPA 561	Project Management
MPA 603	Ethics Seminar in Public Administration
MPA 660	MPA Capstone

GRADUATE EDUCATION

Esta D. Sobey, MA, MPhil, Associate Dean

The education department at American International College offers many programs to further the professional development of educational practitioners today (teachers, school leaders, and school guidance/adjustment counselors). All current 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.

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 all participating states.

Programs

1. INITIAL teaching licensure programs in early childhood, elementary education, moderate disabilities, ten subject areas on the middle/secondary level*, and reading specialist; Initial licensure programs in school guidance counseling, school adjustment counseling; and currently, four school administration programs (currently under review by MA Department for Elementary and Secondary Education for licensure eligibility)
 - a. For undergraduates, the Five-Year BA-BS/MEd program provides undergraduates with an opportunity to complete the AIC teacher preparation program with both licensure and a master's degree in five years. (The successful completion of the appropriate Massachusetts Tests for Educator Licensure is required for all candidates prior to placement in the student teaching practicum.)
 - b. Post-baccalaureate candidates who already possess a bachelor's degree apply to the two-year XCP program for Initial licensure and a MEd or MAEP or CAGS in the above named fields.
2. PROFESSIONAL licensure programs for teachers with Initial licensure in certain fields. Early Childhood Education (MEd or CAGS)
Elementary Education (MEd or CAGS)
Moderate Disabilities PreK-8 (MEd or CAGS)
Teachers in other licensure fields may take this program for Professional licensure (without endorsement).
3. The "SILO" program (Second Initial License Opportunity) for Initial licensed teachers or administrators who wish to add a second Initial license.

*Middle/Secondary state-approved fields of licensure are: Biology, Business, Chemistry, English, Foreign-Language – French, Foreign Language – Spanish, General Science, History, Mathematics, Political Science/Political Philosophy.

Local school districts require candidates undertaking pre-practicum or practicum experiences through the program to undergo a criminal history offender information (CORI) check.

Admissions Requirements

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 an M.Ed. or a master's degree in a field related to their licensure from an accredited institution.
2. For teacher and school guidance/adjustment counselor candidates: A cumulative grade point average of 2.67 in undergraduate course work. For school leadership candidates: A cumulative grade point average of 3.0 in undergraduate course work.
3. Passage of the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure (MTEL) for admission to the licensure track.

4. Two letters of recommendation
5. Statement of Career Goals and Objectives
6. Other requirements indicated in each program, such as completion of coursework in Psychology.

Please note: Up to nine (9) graduate credits at American International College may be taken prior to formal program acceptance.

A cumulative GPA of 3.0 and the successful completion of the appropriate MTELEs are required for all candidates prior to placement in the student teaching practicum or field-based research project.

Up to nine credit hours of relevant graduate course work (15 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.

Five-Year BA-BS/MEd program

This program is for undergraduates who wish to pursue a master's degree with or without teacher licensure.

Undergraduates major in an arts and sciences subject appropriate to their licensure field and complete an Education minor. Transfer students may enter at the junior level. Candidates receive their BA/BS after four years (upon completing an appropriate major, the Education minor, and 120 credits). Upon admission to the fifth-year (students must have a GPA of 2.67 to be accepted), an online summer session for nine graduate credits follows, and then students complete a fifth (graduate-level) year for the MEd degree. The practicum or field-based research project (for non-licensure candidates) takes place during the final term in the spring of their fifth year. A cumulative GPA of 3.0 is a pre-requisite for the final six credits. For licensure, candidates must pass all appropriate MTELEs prior to the practicum experience.

Program Requirements

Freshman Year:

Student focuses on Gen Ed requirements and selects appropriate major

Sophomore Year:

EDC103

EDC105*

PSY101, 102

Continue focus on Arts & Sciences

Junior Year:

EDC200*/201*

EDC321

PSY309

EDC103 + 105* for transfer students

Continue taking courses in major

Senior Year: Students take courses appropriate to their licensure field (not each listed).

EDC317* and/or 320*

EDC308* or 311*

EDC302

EDC395

PSY208

PSY301

BA/BS degree awarded (120 credits)

Summer after Senior Year:

EDC460 (OL)
 EDC412 (OL)
 EDC409 (OL)
 (9 graduate credits)

The Fifth Year**Fall Term:**

EDC504* or 547
 EDC400* or 406*
 EDC554
 EDC551 (OL)

Please note: in 2013, a new course on teaching English Language Learners (ELL) students will substitute for this one, as per new state regulations.

(12 credits)

Spring Term:

EDC546
 EDC439* or 511* (if all MTELs required for the license are passed) OR
 EDC477*/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 program portfolio.

Early Childhood—Initial license

The program in early childhood education is intended for individuals who have a bachelor's degree and wish to obtain an Initial license to teach 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 promoting the physical, social, emotional, and cognitive development of young children. A prior course in Developmental or Child Psychology is required before enrolling in EDC 595. The licensure program meets requirements for Initial teacher licensure in the Commonwealth of Massachusetts for this field. Students completing the non-licensure option are not required to complete the MTELs.

Program Requirements

EDC400*	The Reflective Practitioner
EDC521	Introduction to Special Education
EDC516*	Teaching Reading and Language Arts: EC, Elementary, Moderate Disabilities (PreK-8)
EDC508*	Teaching of Mathematics: Early Childhood, Elementary, Moderate Disabilities
EDC402	Multisensory Teaching of Language Skills
EDC595	Assessment and Curriculum for Early Childhood
EDC406	Assessment, Methods and Materials for Teaching Special Education
EDC412	Behavior Management
EDC439	Student Teaching Practicum

or EDC511 Practicum in Education
or EDC477 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, the practicum (which requires logging hours on two levels, PreK-K and in grade 1 or 2) and the program portfolio. On one practicum level, there must be students with disabilities.

Master of Education degree or CAGS awarded

Total Credits: 30 Please note: in the coming year, an additional course on teaching ELL students will be required for endorsement for licensure after July 1, 2014, bringing the total to 33.

*Field experience required.

Elementary Education—Initial license

This program is designed for those with a bachelor's degree who wish to obtain an Initial license to teach at the elementary level (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, English language learners, and children from low income families. The licensure program meets the requirements for Initial teacher licensure in the Commonwealth of Massachusetts for this field. Students completing the non-licensure option are not required to complete the MTELS.

Program Requirements

EDC400*	The Reflective Practitioner
EDC521	Introduction to Special Education
EDC516*	Teaching Reading and Language Arts: EC, Elementary, Moderate Disabilities (PreK-8)
EDC508*	Teaching of Mathematics: Early Childhood, Elementary, Moderate Disabilities
EDC402	Multisensory Teaching of Language Skills
EDC554	Classroom Assessment
EDC412	Behavior Management
EDC439	Student Teaching Practicum
or EDC511	Practicum in Education
or EDC477	Field Based Research (non-licensure)
EDC546	Education Seminar

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

Master of Education Degree or CAGS awarded

Total Credits: 30

Please note: in the coming year, an additional course on teaching ELL students will be required for endorsement for licensure after July 1, 2014, bringing the total to 33.

*Field experience required

Middle/Secondary Education—Initial license

This program is designed for those with a bachelor's degree with an arts and science or business major who wish to obtain an Initial teaching license on the middle or secondary level in the following fields: biology; business; chemistry; English; foreign language: French; foreign language: Spanish; general science; history; mathematics; or political science/political philosophy. The licensure program meets the requirements for Initial licensure in the Commonwealth of Massachusetts for teaching in grades 5-8, 5-12 or 8-12, depending on the field of licensure. Students completing the non-licensure option are not required to complete the MTELs.

Additional prerequisites include an 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.

Program Requirements

EDC400*	The Reflective Practitioner
EDC521	Introduction to Special Education
EDC520*	Reading and Communication in the Secondary and Middle Schools
PSY408	Adolescent Psychology
EDC412	Behavior Management
EDC504*	Secondary and Middle School Methods
or EDC512*	Teaching Mathematics: Secondary and Middle (for Math 8-12 or 5-8 candidates only)
EDC554	Classroom Assessment
EDC439	Student Teaching Practicum
or EDC511	Practicum in Education
or EDC478	Field Based Research (non-licensure)
EDC546	Education Seminar

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

Master of Education degree or CAGS awarded

Total Credits: 30

Please note: in the coming year, an additional course on teaching ELL students will be required for endorsement for licensure after July 1, 2014, bringing the total to 33.

*Field Experience Required

Moderate Disabilities—Initial license

This program is designed for those with a bachelor's degree who wish to obtain an Initial license as a teacher of students with moderate disabilities, either in grades PreK-8 or grades 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 licensure program meets the requirements for Initial licensure in the Commonwealth of Massachusetts for these fields. Students completing the non-licensure option are not required to complete the MTELs.

Program Requirements

EDC400*	The Reflective Practitioner
EDC521	Introduction to Special Education
EDC516*	Teaching Reading and Language Arts
EDC508*	Teaching Mathematics: Early Childhood, Elementary, Moderate Disabilities
EDC402	Multisensory Teaching of Language Skills
EDC554	Classroom Assessment
or EDC520	Reading and Communication in the Secondary and Middle School (5-12 candidates)
EDC406	Assessment, Methods and Materials for Teaching Special Education
EDC412	Behavior Management
EDC439	Student Teaching Practicum
or EDC511	Practicum in Education
or EDC479	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, the practicum (which requires hours logged in an inclusion setting) and the program portfolio.

Master of Education degree or CAGS awarded

Total Credits: 30

Please note: in the coming year, an additional course on teaching ELL students will be required for endorsement for licensure after July 1, 2014, bringing the total to 33.

*Field Experience Required

Reading Specialist—Initial license

Prerequisites

Students in the reading program are required to have a prior Initial or Professional teaching license and have taught for at least one year under that license.

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 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. Candidates are required to shadow a reading specialist for 30 hours prior to the practicum.

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. All candidates (even veteran teachers) must successfully pass the Communication and Literacy portions of the MTEL and the Reading Specialist MTEL prior to completing 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 for all levels in Massachusetts. The program will also serve to elevate Initial licenses in Early Childhood, Elementary, and Moderate Disabilities (PreK-8, 5-12) to the Professional level (after the candidate has taught for three years under their first Initial license). There is a non-licensure opportunity for those not seeking the license. Students completing the non-licensure option are not required to complete the MTEs.

Program Requirements

EDC403	Advanced Developmental Reading
EDC565	Speech and Language Development
EDC498	Specialized Practices in Reading
EDC442	Effective Literacy Coaching Strategies to Improve Student Achievement
EDC485	Advanced Analysis of Reading and Language Arts
EDC444	Organization, Administration and Supervision of Reading Programs in the Elementary and the Secondary Schools
EDC545	Teaching Language Arts and the Writing Process
EDC547	Children's and Adolescent Literature
EDC439	Student Teaching Practicum
or EDC511	Practicum in Education
or EDC480	Field Based Research (non-licensure)

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

Master of Education degree or CAGS awarded

Total Credits: 30

Please note: in the coming year, an additional course on teaching ELL students may be required for endorsement for licensure after July 1, 2014, bringing the total to 33.

The “SILO” program (Second Initial License Opportunity)

This program is for teachers or administrators who have an Initial license and wish to add a second Initial license. Candidates work with their student advisor to determine course work, MTEs, and practicum requirements, which vary depending upon the field of licensure. No endorsement is needed for a second Initial teaching or administrator license (except for the Reading license, which requires a separate 30-credit program).

School Leadership—Initial licenses

The program is designed to prepare educators for a role in school leadership. Four tracks are currently offered: school principal/assistant principal, supervisor-director, administrator of special education and superintendent/assistant superintendent. The current state-approved ESE program for School Administration expires on June 30, 2013. All students currently enrolled in the School Administration Program must complete the program and be endorsed for licensure by December 31, 2013. AIC is seeking ESE approval for a new leadership preparation licensure program at this time. Pending approval, the program will be as follows:

Program Requirements

EDC601	Introduction/Foundation to School Admin & Leadership*
EDC602	Seminar in Educational Administration and Leadership*
EDC612	Educational Organizations, Leadership and Institutional Change*
EDC618	Leadership for Professional Development*
EDC624	Curriculum Design, Development and Evaluation*
EDC630	Supervision and Evaluation of Instruction*
EDC635	School Personnel Management*
EDC645	Legal Issues for School Leaders
EDC655	Financial and Asset Management for School Leaders (Principal and Supt candidates only)
EDC665	Administration of Special Education (SPED Administration candidates only)
EDC690	Seminar: Contemporary Issues in the Superintendency (Supt candidates only)
EDC710 or 720	The Practicum Experience—totals 500 hours
Or EDC481	Field-based Research (non-licensure)

*fieldwork required

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

Master of Education degree or CAGS awarded
Total Credits: 35-43 (depending upon track)

International Education (non-licensure)

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.

Program Requirements

EDC417	Essentials of Quality Education
EDC521	Introduction to Special Education
EDC472	Foundations of Administrative Leadership
EDC516	Teaching Reading and Language Arts (Elementary)
or EDC520	Reading & Communication in the Secondary and Middle Schools
EDC475	Curriculum Development & Design
EDC412	Behavior Management
EDC554	Classroom Assessment
Or EDC486	Diagnostic Teaching
EDC541	Multicultural Communication for Educators
Or PSY523	Child and Adolescent Development
EDC477/8/9	Field-Based Research

Master of Education degree
Total Credits: 30

Master's Degree or CAGS Leading to Professional Teacher Licensure

This 30-credit graduate program is designed for 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 Department of Elementary and Secondary Education 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. Such teachers may transfer into the AIC professional program graduate credits in their field in lieu of credits in advanced reading and/or in STEM Education and will apply individually to the state for their license upon completion. Please see below for more specifics.

Teachers who already hold a Professional license are welcome to apply to this program for the degree only.

Prerequisites

Possession of an Initial teaching license in the same field/level as the professional program sought.

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

Program Requirements

EDC403	Advanced Developmental Reading
EDC460	Applications of Technology in the Classroom
EDC498	Specialized Practices in Reading
EDC513	STEM Education in the 21st Century
EDC485	Advanced Analysis of Reading and Language Arts
EDC545	Teaching Language Arts and the Writing Process
EDC486	Diagnostic Teaching
EDC409	Issues of Urban Education
EDC446	Professional Seminar I
EDC503	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

Teacher of Students with Moderate Disabilities (5-12)—Professional License

Candidates in this licensure field may take the above program and apply individually to the MA Department of Elementary and Secondary Education for licensure upon completion (without endorsement).

Master of Education degree or CAGS awarded

Total Credits: 30

Teachers with Middle or Secondary Licenses (5-8, 8-12, 5-12)—Professional License

Candidates with Initial license on this level will work individually with a student advisor to finalize their program and apply individually to the MA Department of Elementary and Secondary Education for licensure upon completion (without endorsement).

Program Requirements

EDC460	Application of Technology in the Classroom
EDC486	Diagnostic Teaching
EDC409	Issues of Urban Education
EDC446	Professional Seminar I
EDC503	Professional Seminar II

ADDITIONAL COURSES:

Depending upon field of licensure, the remaining 15 credits of the program will consist of:

1. taking the remaining courses in the professional program listed above (if applicable to the field of licensure), or
2. transferring in 15 graduate credits (from an accredited institution) in the field, or
3. combination of a and b, above.*

*In some areas, candidates could take the STEM course or the advanced reading courses and transfer in fewer credits. A total of 30 graduate credits must be completed for the degree.

Master of Education degree or CAGS awarded

Total Credits: 30

Twelve Credit Hour 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 or 5-12):

EDC403	Advanced Developmental Reading
EDC485	Advanced Analysis of Reading and Language Arts
EDC498	Specialized Practices in Reading
EDC513	STEM Education in the 21st century

For middle and secondary licenses, 12 graduate credits of course work in the academic discipline or pedagogy of the license (i.e., history, English, math), is required to meet state regulations for Professional licensure. American International College does not offer graduate-level arts and sciences course work.

School Guidance Counseling

The program in School Guidance Counseling is designed to prepare candidates for MA state licensure as a School Guidance Counselor. Two levels of licensure are available: PreK-8 or grades 5-12. After completing course requirements, the individual chooses the practicum experience on the level for which they intend to pursue licensure. Emphasis is on the development of effective counseling, assessment skills, consultation, transition planning, and collaboration skills.

Candidates 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, counseling, and treatment practices.

Initial License

Candidates are required to submit documentation of successful completion of the Communication and Literacy Skills Test, from the Massachusetts Tests for Educator Licensure (MTEL), before being accepted into graduate programs. This is a requirement for Initial license by the MA Department of Elemen-

tary and Secondary Education.

Program Requirements

PSY425	Theories of Counseling
PSY483	Principles and Practice of Guidance
PSY519	History and Theories of Learning
PSY614	Psychology of Development
PSY657	Psychology of the Exceptional Child
PSY516	Issues and Ethics
PSY517	Theories of Learning Disabilities
PSY505	Group Counseling
PSY558	Therapeutic Techniques and Consultation
PSY407	Research Methods/ Culminating Experience

Total - 30 credits

Master of Arts in Educational Psychology awarded after 30 credits.

PSY515	Advanced Abnormal Psychology
PSY532	Psychopharmacology and Substance Abuse
PSY409	Diagnostic Psychoeducational Assessment
PSY471	Advanced Practicum with Seminar ***
PSY525	Advanced Counseling Theory and Practice
PSY401	Group Testing
PSY488	Occupational Information
PSY604B	Clinical Experience in Guidance

Total – 30 credits

CAGS awarded

*** Candidates are eligible for endorsement for Initial licensure in School Guidance Counseling to the MA Department of Elementary and Secondary Education upon completion of all course work through PSY 471, Advanced Practicum with Seminar. The candidate is then eligible for employment as a school guidance counselor. Candidates must apply directly to the MA Department of Elementary and Secondary Education for their license. The Initial license expires at the end of five (5) years.

The Professional license requires a total of sixty graduate credits which is achieved by completing the course sequence listed above and three years working in the field as a school guidance counselor, as noted in MA Department of Elementary and Secondary Education regulations.

School Adjustment Counseling

The program in school adjustment counseling is designed to prepare candidates for a role as a practitioner in the school setting as a School Adjustment Counselor, with those skills necessary for working 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, 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.

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.

Initial License

Candidates are required to submit documentation of successful completion of the Communication and Literacy Skills Test of the Massachusetts Tests for Educator Licensure (MTEL) before being accepted into the graduate programs leading to licensure. This is a requirement for an Initial license by the MA Department of Elementary and Secondary Education.

A Master of Arts in Educational Psychology (MAEP) 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. In addition to the CAGS, the candidate must work for three years as a School Adjustment Counselor in order to be eligible for the Professional license under the MA Department of Elementary and Secondary Education.

Program Requirements

PSY425	Theories of Counseling
PSY483	Principles and Practice of Guidance
PSY519	History and Theories of Learning
PSY614	Psychology of Development
PSY657	Psychology of the Exceptional Child
PSY516	Issues and Ethics
PSY517	Theories of Learning Disabilities
PSY505	Group Counseling
PSY558	Therapeutic Techniques and Consultation
PSY407	Research Methods/Culminating Experience

Master of Arts in Educational Psychology awarded after completion.

Total - 30 credits

PSY515	Advanced Abnormal Psychology
PSY532	Psychopharmacology and Substance Abuse
PSY409	Diagnostic Psychoeducational Assessment
PSY560	Advanced Practicum with Seminar
PSY525	Advanced Counseling Theory and Practice
PSY429	The Juvenile Justice System
PSY495	Substance Abuse Issues in the CJ System
PSY604A	Clinical Experience in School Adjustment Counseling

Total – 30 credits

CAGS awarded

****Candidates are eligible for endorsement by American International College for Initial licensure in School Adjustment Counseling to the MA Department of Elementary and Secondary Education upon completion of all course work through PSY560 Advanced Practicum with Seminar. The candidate is then eligible for employment as a School Adjustment Counselor. Candidates must apply directly to MA

Department of Elementary and Secondary Education for their Initial license. The Initial license expires at the end of five (5) years.

The Professional license requires a total of 60 graduate credits, achieved by completing the course work as listed above and three years working in the field as a School Adjustment Counselor, as noted in MA Department of Elementary and Secondary Education regulations.

LOW RESIDENCY GRADUATE PROGRAMS

Nicholas Young, PhD, EdD, Dean of Low Residency Programs

Educational Leadership and Supervision (EdD)

This program 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. Students will advance their scholarly knowledge and refine their skills as scholar-practitioners utilizing a non-traditional delivery model. The program is not designed to aid students in earning an educator license.

Admissions Requirements

- An earned master's degree or higher from a regionally accredited institution or a recognized international institution of higher education
- 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
- 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 550 for applicants whose native language is not English.

Program Requirements

Common Core Requirements (48 credits)

EDU751	Ethics in Educational Practice
EDU752	Inclusive Leadership
EDU753	Adult Development and Transformation
EDU754	Individual and Institutional Change
EDU755	Reflective Practice, Mentoring, and Professional Self-Renewal
EDU756	Social and Cultural Influences
EDU980	Educational Research Methods
EDU981	Action Research for Educators
EDU982	Individualized Research Design
EDU983	Dissertation Research I
EDU984	Dissertation Research II
EDU800	Applied Field Work/Internship
EDU950	Professional Portfolio
EDU990	Dissertation I
EDU991	Dissertation II
EDU992	Dissertation III

Concentration Requirements (15 credits)

EDU870	Advanced School Finance
EDU871	Advanced Educational Leadership
EDU872	Advanced Instructional Supervision
EDU873	School Law
EDU874	Human Resources in Educational Settings

Electives (9credits)

Teaching and Learning (EdD)

This program is designed to prepare scholar-practitioners to function effectively within a chosen educational area such as special education, elementary/middle/secondary school education, adult learning, global or alternative education. Students will advance their scholarly knowledge and refine their skills as scholar-practitioners utilizing a non-traditional delivery model. The program is not designed to aid students in earning an educator license.

Admissions Requirements (see Educational Leadership and Supervision)

Program Requirements

Common Core Requirements (48 credits) (See Educational Leadership and Supervision)

Concentration Requirements (15 credits)

EDU850	Teaching in a Diverse Society
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

Electives (9 credits)

Individual and Institutional Development (EdD)

The Doctor of Education Program is designed to emphasize the importance of the scholar-practitioner philosophy and a set of values that undergird the entire program. All doctoral candidates are viewed as scholars and future leaders within their profession. This doctoral program is designed for working adults in light of changes confronting professional requirements that seek educators at all levels with increased academic qualifications. This concentration in Individual and Institutional Development is designed to prepare scholar practitioners with an understanding of the developmental and change processes and to become effective agents of change in institutions and communities.

Admissions Requirements (see Educational Leadership and Supervision)

Program Requirements

Common Core Requirements (42 credits)

PSY 850	Advanced Topics in Adult Development
HCC752	Advanced Social and Cultural Foundations
HCC753	Promoting Individual and Institutional Resiliency
HCC754	Collaboration, Collegueship and Reflective Practice
HCC856	Applied Fieldwork/Internship
HCC850	Research and Program Evaluation
HCC980	Survey of Research Methods in the Social Domain
HCC982	Individualized Research Design
EDU983	Dissertation Research I
EDU984	Dissertation Research II
EDU950	Professional Portfolio
EDU990	Dissertation I
EDU991	Dissertation II
EDU992	Dissertation III

Concentration Requirements (15 credits)

IID751	Adult Learning, Motivation and Transformation
IID754	Individuals and Groups in Organizations
IID755	Leadership, Creativity and Change
IID752	Organizational Theory and Development
IID873	Interpersonal and Institutional Communication

Electives (15 credits)

IID850	Advanced Professional Orientation and Ethics
IID851	Advanced Theory and Practice of Career and Lifestyle Development
IID852	Organizational and Human Flourishing
IID853	Appreciative Inquiry
IID854	Human Resource Management in Organizations
IID 870	Advanced Appraisal (Tests and Measurement)
IID871	Advanced Counseling Theory and Practice
IID872	Advanced Group Work – Theory and Methodology
IID874	Leadership and Politics in Organizations
EDU892	Directed Study

Professional Counseling and Supervision (EdD)

The Doctor of Education Program is designed to emphasize the importance of the scholar-practitioner philosophy and a set of values that undergird the entire program. All doctoral candidates are viewed as scholars and future leaders within their profession. This doctoral program is designed for working adults in light of changes confronting professional requirements that seek educators at all levels with increased academic qualifications. This concentration in Professional Counseling and Supervision is designed to prepare practitioners for either national certification as a professional counselor and state licensure as a clinical mental health counselor and/or national certification as an Approved Counselor Supervisor.

Admissions Requirements (see Educational Leadership and Supervision)

Program Requirements

Common Core Requirements (42 credits) (see Individual and Institutional Development)

Concentration Requirements (15 credits)

PCS751	Advanced Counseling Theory and Practice (Helping Relationships)
PCS752	Advanced Group Work: Theory and Methodology
PCS852	Advanced Theory and Practice of Career and Lifestyle Development
PCS754	Advanced Appraisal (Tests and Measurements for Individuals and Groups)
PCS755	Advanced Professional Orientation and Ethics

Electives (15 credits)

HCC751	Advanced Human Growth and Development
EDU892	Directed Study
PCS851	Abnormal Psychology
PCS853	Biological Bases of Behavior
PCS854	Family Therapy
PCS855	Human Sexuality for Counselors
PCS856	Internship 1,2 &3
PCS857	Personality Theory and Development
	Positive Psychology
PCS859	Psychology of Learning

PCS860	Psychopharmacology
PCS861	Spirituality in Counseling
PCS862	Substance Abuse & Addictive Disorders
PCS863	Ethics in Supervision
PCS864	Group Supervision
PCS866	Challenges in Supervision
PCS865	Honoring Clinician's Values in Supervision
PCS867	Positive Approaches to Supervision
PCS868	Supervision in Family Therapy
PCS869	Supervisor Authenticity
PCS870	Supporting Beginning Therapists in Supervision
PCS871	Theory Orientation: Supervision within Specific Theoretical Orientations

Psychology (EdD)

The Doctor of Education Program is designed to emphasize the importance of the scholar-practitioner philosophy and a set of values that undergird the entire program. All doctoral candidates are viewed as scholars and future leaders within their profession. This doctoral program is designed for working adults in light of changes confronting professional requirements that seek educators at all levels with increased academic qualifications. This concentration in Psychology is designed to provide an opportunity for seasoned professionals in the field of psychology to pursue their doctorate degree while continuing to work.

Admissions Requirements (see Educational Leadership and Supervision)

Program Requirements

Common Core Requirements (42 credits) (see Individual and Institutional Development)

Concentration Requirements (15 credits)

PSY751	Psychology Systems and Theories
PSY752	Advanced Theories of Learning and Behavior
PSY753	Advanced Abnormal Psychology
PSY754	Principles of Psychological Assessment, Tests and Measurement
PCS751	Advanced Counseling Theories and Practice

Electives (15 credits)

PSY851	Advanced Topics in Child and Adolescent Development
PSY852	Advanced Topics in Emotional Development
PSY853	Advanced Topics in Personality Theory and Development
PSY854	Advanced Topics in Marriage and Family Therapy
PSY855	Advanced Topics in Group Therapy
PSY856	Nutrition and Emotional Wellness Connections
PSY857	Psychology of Wellness Applications
PSY858	Psychology of Mind/Body Connections
PSY860	Clinical Pharmacology: Considerations for Health and Wellness
PSY862	Principles of Brain Based Learning
PSY863	Biological Psychology and Biological Basis of Behavior
PSY864	Cognitive Psychology and Cognitive Functions
PSY892	Directed Study

Counseling Psychology (MA)

The MA degree in Counseling Psychology is designed for learners with aspirations to become licensed as professional counselors at state and national levels. The core objective of the MA in Counseling Psychology is to address the knowledge base and skills necessary to qualify for licensure as a Clinical Mental Health Counselor, and related clinical practice. The academic focus of this program includes extensive in-depth studies in counseling theory and practice, applied psychology concepts and principles, theories of human development and personality development across the lifespan, family and group therapy principles, applied social and cultural foundations, biological basis of behavior, and professional orientation and ethics. The program also includes formal internship components consistent with national and most state requirements for clinical mental health counseling licensure.

Admissions Requirements

- An earned bachelor's degree from a regionally accredited institution or a recognized international institution of higher education
- 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)
- A completed application including personal and career goals
- 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 550 for applicants whose native language is not English.

Program Requirements

Common Core Requirements

PSYC518	Professional Portfolio (Capstone)
PSYC519OL	Research Methods & Program Evaluation
PSYC500OL	Counseling Theory & Practice**
PSYC501	Psychology of Human Growth & Development
PSYC502	Social & Cultural Bases of Behavior
PSYC503	Helping Relationships
PSYC504	Group Work and Therapy
PSYC505OL	Career and Lifestyle Development**
PSYC506	Appraisal and Diagnostic Techniques
PSYC507	Abnormal Psychology
PSYC508	Human Sexuality for Counselors
PSYC509	Professional Orientation and Ethics
PSYC510	Practicum in Counseling Psychology I (one credit)
PSYC511	Internship in Counseling Psychology I
PSYC512OL	Internship in Counseling Psychology II **
(in some states, students may need to take a third internship)	
PSYC513OL	Internship in Counseling Psychology III
PSYC520	Biological Bases of Behavior
PSYC521	Personality Theory & Development
PSYC522	Family Therapy
PSYC523	Psychopharmacology
PSYC524	Substance Abuse and Addictive Disorders
PSYC525	Crisis Intervention

(Depending upon internship requirements, some students may take all 6 of these courses, (520, 521, 522, 523, 524, 525), while others will take five of the six.)

Master of Fine Arts in Creative Writing (MFA)

This program consists of a series of Common Core courses, Concentration 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 two full years of study. In the first year, students will take a series of required courses and during the second year, they will continue their studies, take a 4-credit Applied Field Experience, and work on their individual Creative Thesis and Final Professional Presentation. Five times a year, students will travel to campus to attend residencies.

Between residencies students will be required to remain in communication with their advisors and peer group through a variety of means, to include those that are technologically mediated.

The Creative Nonfiction Concentration allows students to delve into such forms as the essay, memoir, or other more experimental forms of nonfiction writing. Within the chosen subgenre, each student is free to explore experience within such contexts as nature, the family, travel, sense of place, cultural landscapes, the world of work, or other contexts of personal and professional interest. In addition to continuous writing and revising of their own work, students will read assigned works of nonfiction and essays on nonfiction writing.

Students selecting the Fiction Concentration will focus on writing for adults, writing for children, or writing for young adults. In each sub-specialization, they will create original works appropriate to their chosen sub-specialization, as well as read assigned works and essays related to writing in their chosen field.

Admissions Requirements

- An earned bachelor's degree from a regionally accredited institution or a recognized international institution of higher education
- 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)
- A completed application including personal and career goals
- 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 550 for applicants whose native language is not English.

Program Requirements

Common Core Courses

MFA600: Creative Writing in the Social Realm
MFA610: Writing Shared with Others
MFA620: Entrepreneurship and Creative Writing
MFA750: Applied Field Experience
MFA 60: Final Professional Presentation
MFA770: Creative Thesis and Portfolio I
MFA780: Creative Thesis and Portfolio II

Creative Nonfiction Concentration

- MFA630 Creative Nonfiction Writing
- MFA635 Form and Theory of Creative Nonfiction Writing
- MFA640 The Craft of Creative Nonfiction
- MFA645 Advanced Creative Nonfiction Writing: Exploring Genres
- MFA650 Writing the Truth: Becoming a Nonfiction Author

Writing Fiction for Adults Concentration

- MFA 650 Writing Fiction: From Short Stories to Novels
- MFA 660 Form and Theory of Fiction Writing
- MFA 670 The Craft of the Novel
- MFA 680 Advanced Fiction Writing: Exploring Genres
- MFA 690 Becoming the Writer: Authority and Ownership

Writing Fiction for Children Concentration

- MFA 700 Writing for Children
- MFA 710 Form and Theory of Writing for Children
- MFA 720 From Picture Books to Stories
- MFA 730 Advanced Writing for Children: Exploring Genres
- MFA 740 Children's Development and Family Literacy

Writing Fiction for Young Adults Concentration

- MFA 750 Writing for Young Adults
- MFA 760 Form and Theory in Young Adult Literature
- MFA 770 Advanced Writing for Young Adults: Genres and Craft
- MFA 780 Pre-Adolescent and Adolescent Development and Literacy
- MFA 790 Claiming The Storyteller's Voice: Creating Access to Youth

GRADUATE PSYCHOLOGY

Gregory T. Schmutte, PhD, Interim Dean

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

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

Clinical Psychology (MA)

Forensic Psychology (MS)

Doctoral Program in Educational Psychology (EdD)

Clinical Psychology (MA)

This program 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 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 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.

Admissions Requirements

The Clinical Psychology program offers rolling admissions, accepting applications throughout the year and allowing individuals to begin their studies in any one of our fall, spring, or summer terms. Decisions are rendered within two weeks of receipt of the completed admissions materials. The following items are necessary for candidacy to be considered:

1. Completed Graduate Admission Application form.
2. Payment of a \$50.00 non-refundable application fee.
3. Two letters of recommendation, of which one must be academic
4. Sealed, official transcripts of all previous academic work from a regionally-accredited institution, minimum 2.75 cumulative GPA. Transcripts from non-US countries must be evaluated through a recognized evaluation service. We accept all evaluations from all active members associated with the NACES organization (www.naces.org).
5. A one-page personal goal statement highlighting your desire to pursue this degree and its benefits to you, both personally and professionally. Current resume, if applicable.
6. Official TOEFL scores. 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.

Program Requirements

PSY407	Applied Research Methodology
PSY425	Counseling Theory and Practice
PSY488	Occupational Information
PSY500	Diagnostic Assessment I: WISC and WAIS
PSY501	Diagnostic Assessment II: Diagnostics and Projectives
PSY505	Group Counseling
PSY512	Systems and Theories in Psychology
PSY514	Psychology of Learning
PSY515	Advanced Abnormal Psychology
PSY516	Issues and Ethics in Psychology
PSY521	Family Counseling
PSY531	Pre-clinical Practicum (2 semesters, 6 credits)
PSY532	Psychopharmacology and Substance Abuse
PSY540	Clinical Internship (2 semesters, 9 credits)
PSY558	Therapeutic Techniques and Consultation
PSY614	Psychology of Development
PSY615	Social Bases of Behavior
PSY580	Principles in Forensic Psychology #
PSY585	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 (MS)

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.

Admissions Requirements

The Forensic Psychology program offers rolling admissions, accepting applications throughout the year and allowing individuals to begin their studies in any one of our fall, spring or summer semesters. Decisions are rendered within two weeks of receipt of the completed admissions materials. The following items are necessary for candidacy to be considered:

1. Completed Graduate Admission Application form.
2. Payment of a \$50.00 non-refundable application fee.
3. Two letters of recommendation, of which one must be academic
4. Sealed, official transcripts of all previous academic work from a regionally-accredited institution, minimum 2.75 cumulative GPA. Transcripts from non-US countries must be evaluated through a recognized evaluation service. We accept all evaluations from all active members associated with the NACES organization (www.naces.org).
5. A one-page personal goal statement highlighting your desire to pursue this degree and its benefits to you, both personally and professionally. Current resume, if applicable.
6. Official TOEFL scores. 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.

Program Requirements

Psychology Component

PSY402	Behavioral Statistics
PSY407	Applied Research Methodology
PSY515	Advanced Abnormal Psychology
PSY580	Principles of Forensic Psychology
PSY585	Assessment Techniques in Forensic Psychology
PSY590	Externship in Forensic Psychology
PSY614	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

Total Credits: 36

Doctor of Education in Educational Psychology (EdD)

The EdD 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.

Admissions Requirements

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.

1. Candidates must submit a completed application for graduation admission form, along with the non-refundable application fee.
2. Candidates must submit three letters of recommendation.
3. Candidates must submit a curriculum vitae.
4. 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, practicums, exams, or other academic endeavors.
5. Full time AIC faculty/staff or any person with faculty responsibility will not be eligible for admission.

Program Requirements

Psychology Component

PSY425	Counseling Theory and Practice #
PSY505	Group Counseling
PSY512	Systems and Theories in Psychology * #
PSY514	Psychology of Learning * #
PSY515	Advanced Abnormal Psychology #
PSY516	Issues and Ethics in Psychology #
PSY521	Family Counseling
PSY532	Psychopharmacology and Substance Abuse
PSY615	Social Bases of Behavior and Cultural Diversity
PSY620	Racial and Ethnic Bases of Behavior
PSY550	Practicum in Psychology – school psychology
PSY551	Practicum in Psychology – mental health
PSY630	Pre-doctoral Internship – school psychology (2 semesters)
PSY631	Pre-doctoral Internship – mental health (2 semesters)
PSY900	Cognitive Psychology *
PSY920	Physiological Bases of Behavior

Assessment/Process Component

PSY409	Diagnostic Psychoeducational Assessment * #
PSY550	Theory and Practicum - Diagnostic Assessment I: WISC and WAIS *
PSY501	Theory and Practicum - Diagnostic Assessment II: Personality and Projectives *
PSY558	Therapeutic Techniques and Consultation

Learning Disability/Child Development Component

PSY412	Psychology of Behavior Management for Special Needs Children #
PSY517	Theories of Learning Disabilities *
EDC550	Seminar in Learning Disabilities *
PSY514	Psychology of Development *
PSY657	Psychology of the Exceptional Child #
PSY998	Directed Study in Learning Disabilities (optional and by permission)

Research Component

PSY402	Behavioral Statistics * #
PSY407	Applied Research Methodology * #
PSY911	Multivariate Research Methods
PSY999	Dissertation in Educational Psychology (12 Credits)

Total: 93 Credit Hours

* Indicates courses required for Qualifying Exam

See section on Admissions, Requirement 1

** CAGS available in Guidance and Adjustment Counseling for selected students.

Students wishing to obtain a license in School Adjustment Counseling (SAC) or Guidance Counseling through the Department of Elementary and Secondary Education (DESE) in Massachusetts will need the following additional courses (that do not count toward the doctorate):

SAC

PSY483	Principles and Practices of Guidance
PSY429	Juveniles and the Criminal Justice System
PSY495	Substance Abuse Issues and the Criminal Justice System
PSY525	Advanced Counseling Theory and Practice II

Guidance

PSY401	Group Testing
PSY483	Principles and Practices of Guidance
PSY 525	Advanced Counseling Theory and Practice II

A six (6) credit, six hundred (600) hour practicum is required in the area in which the student would like a license. This can be done as the required doctoral program practicum.

Students who complete all requirements for the SAC or Guidance license will need to receive a certificate of advanced graduate study (CAGS) which is also considered a specialist-level degree. The CAGS must be at least thirty (30) credits beyond the master's degree in the same or related area. (These students would need to apply through the Graduate Psychology Dept. to get the CAGS.) These students will be eligible for endorsement by the college and will be ready to apply for and receive their license in SAC or Guidance.

SCHOOL OF HEALTH SCIENCES PROGRAMS

Cesarina Thompson, PhD, Dean

Mission

In concert with the mission of American International College, the School of Health Sciences prepares students to become culturally competent clinicians, leaders, and scholars by providing dynamic, interactive, and interprofessional learning experiences. Committed to academic excellence, community service, and the intrinsic worth of each individual, the School prepares students to address the health needs of our diverse and rapidly changing society.

Divisions/Programs

Nursing (MSN)

Occupational Therapy (MSOT)

Physical Therapy (DPT)

Nursing (MSN)

The Division of Nursing is committed to preparing 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. The 36-credit, online program, offers students the opportunity to discuss, analyze, and evaluate a wide range of critical and emerging issues in nursing and healthcare and develop the necessary knowledge and skills to advance the profession of nursing.

Programs

Nursing Education

Nursing Administration

Admission Requirements

1. Application (with \$50 dollar application fee)
2. 2 letters of recommendation (preferably one professional and one academic)
3. One page personal statement
4. Official transcripts from all colleges attended
5. A minimum GPA of 3.0
6. International students must have their transcripts evaluated by a member of www.naces.org, a declaration of finances (with bank statement) and TOEFL or IELTS scores.
7. Applications are accepted on a rolling admissions basis for both fall and spring terms. All application materials must be received no later than 1 week prior to the start of each semester.

Program Requirements

Core Courses

NUR500	The Art and Science of Nursing for Advanced Practice
NUR510	Seminar in Nursing Research
NUR520	Policy, Politics, and Organization of Healthcare
NUR530	Concepts of Healthcare Transformation
NUR600	Advanced Concepts of Pathophysiology
NUR605	Advanced Concepts of Pharmacology
NUR610	Advanced Concepts of Health Assessment

Nursing Education

NUR540 Evidenced-based Practice for Nursing Education

NUR630 Nursing Education Practicum

Nursing Administration

NUR550 Nursing Leadership and Management

NUR640 Nursing Administration Practicum

Electives: 6 credits

Occupational Therapy (MSOT)

According to the American Occupational Therapy Association (<http://www.aota.org>) occupational therapists (OTs) help people to live life to the fullest. Guided by a belief in the power of being physically, mentally, spiritually and socially active, OTs assist people who are at risk for medical/psychological problems to prevent injury or health conditions by leading healthy and productive lives. The School of Health Sciences offers two tracks to achieve a master of science degree in occupational therapy: a 5-year combined BSOS/MSOT degree (see undergraduate catalog) for students entering the program as freshmen or undergraduate transfers and a direct-entry option for individuals who have already earned a bachelor's degree. The post-baccalaureate option 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 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.

Admission Requirements

Admission requirements are designed to select qualified students who are likely to successfully complete this professional program of study. There are two application deadlines for graduate applications to the MSOT program. The early decision deadline is December 1st and the second deadline is April 1st. Late applications will be reviewed on a space-available basis.

Graduate students applying to the MSOT program must have earned a BS or BA degree from an accredited four-year institution. A minimum GPA of 3.00 (on a 4.00 scale) is preferred. Applicants must also have a minimum GPA of 2.85 for the 23 credits of prerequisite coursework, and a minimum grade of B- in each course. Prerequisite courses must have been completed within the last 3 years prior to applying to the program. GRE's are required for any candidate with a GPA that is below the minimum. Percentile ranking scores of 50% or higher are preferred. Admission decisions will consider both undergraduate BS/BA GPA and GRE Scores.

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

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

OTR100	Medical Terminology
OTR220	Occupational Science
OTR623	Neuroscience
OTR201	Group Dynamics
OTR204	Activity Analysis
OTR222	Gross Anatomy with Laboratory
OTR302	Kinesiology with Laboratory
OTR303	Outcomes

Graduate Professional Phase

(Child./Adolescence)

*OTR506	Psychosocial Occupations 1
*OT 516	Physical Occupations 1
*OTR526	Assistive Technology 1
*OTR592	Fieldwork/Service Delivery
*OTR705	Research 1

(Adults/Elders)

*OTR606	Psychosocial Occupations 2
*OTR616	Physical Occupations 2
*OTR625	Program Development/Leadership
*OTR626	Assistive Technology 2
*OTR692	Fieldwork/Service Delivery
*OTR792	Management
**OTR800	Foundations of Occupational Therapy
**OTR806	Occupational Therapy Process: Pediatrics
**OTR816	Occupational Therapy Process: Mental Health
**OTR826	Occupational Therapy Process: Physical Dis.
**OTR881	Research 2/Seminar
**OTR885	Fieldwork Seminar
**OTR896	Level II Fieldwork
**OTR897	Level II Fieldwork
**OTR982	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.

The School of Health Sciences requires annual CORI (Criminal Offender Registry Information) reviews on students. Students admitted to its programs. Students 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 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.

Physical Therapy (DPT)

The Doctorate of Physical Therapy program prepares 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 and the School of Health Sciences, the physical therapy faculty facilitate a teaching-learning environment focused on 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 professional phase of the program consists of 3 three years of study, including summers.

Admission Requirements

Applicants to the DPT program must have earned a BS or BA from an accredited institution with a cumulative GPA of at least 3.2 or higher and a GPA of at least 3.0 in DPT prerequisite courses which include 1 year each of biology or anatomy & physiology, chemistry, and physics (all with labs) and 1 semester of statistics. Official transcripts must be submitted to the Office of Graduate Admissions; transcripts from non-US countries must be evaluated through a recognized evaluation service. We accept all evaluations from all active members associated with the NACES organization (www.naces.org). Applicants must submit evidence of completing clinical observation hours (two clinical observations at a minimum of 10 hours each), three letters of recommendation, and a one-page, typed personal statement highlighting the reasons for pursuing this degree and how you will benefit, both personally and professionally from the program.

The early decision deadline is December 1st and the second deadline is April 1st. Late applications will be reviewed on a space available basis.

Program Requirements

YEAR ONE

Summer Term

PTR403 Scientific Inquiry in Physical Therapy
PTR405 Gross Anatomy I

Fall Term

PTR406 Gross Anatomy II
PTR422 Scientific Inquiry I (on-line)
PTR425 Fundamentals of Patient Management I
PTR435 Foundations of Clinical Medicine
PTR445 Fundamentals of Patient Management II
PTR457 Kinesiology
PTR458 Professional Foundations I

Spring Term

PTR407 Neuroscience I
PTR426 Musculoskeletal Patient Management I
PTR432 Musculoskeletal Clinical Medicine
PTR446 Musculoskeletal Patient Management II
PTR456 Exercise Physiology
PTR459 Professional Foundations II
PTR500 Scientific Inquiry II

Summer Term

PTR700 Clinical Education (12 weeks)

YEAR TWO

Fall Term

PTR408	Neuroscience II
PTR510	Scientific Inquiry III
PTR610	Introduction to Ergonomics
PTR640	Neuromuscular Clinical Medicine
PTR641	Neuromuscular Patient Management I
PTR645	Gait, Orthotics and Prosthetics

Spring Term

PTR600	Pharmacology
PTR620	Principles of Teaching and Learning
PTR644	Neuromuscular Patient Management II
PTR651	Integumentary Patient Management
PTR664	Health and Wellness
PTR686	Cardiopulmonary Patient Management

YEAR THREE

Summer Term

PTR710	Clinical Education (12 weeks)
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Fall Term

PTR520	Scientific Inquiry IV
PTR630	Differential Diagnosis and Imaging
PTR650	Musculoskeletal Patient Management III
PTR671	Health Policy and Administration.
PTR674	Pediatric Patient Management
PTR690	Complex Patient: An Integrative Seminar

Spring Term

PTR530	Scientific Inquiry V
PTR720	Clinical Education (12 weeks)

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.

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 Principles of Accounting I (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 Principles of Accounting II (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 I (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 II (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

ACC307 Advanced Accounting I (3)

This course focuses on advanced accounting principles and practices. Topics covered include mergers and acquisitions, partnerships, international accounting and foreign currency transactions, and other topics of an advanced nature. PREREQUISITE(S): ACC203 or permission of the instructor

ACC308 Advanced Accounting II (3)

This course continues the study of advanced accounting principles and practices as they relate to non-profit 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

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.

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.

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 (4)

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 ma-

jors, 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 distribution, 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

BUSINESS**BUS207 Business Communications (3)**

This course provides students with the tools and techniques to effectively communicate and present reports and ideas in the business environment. Included in the course is the proper construction of business reports, letters, memos and other communiques. Also included is the proper construction of a business presentation complete with visual aids (presentations tools such as PowerPoint). The course also provides the student with the use of information research techniques to find, analyze, and evaluate published business information and properly cite references. The student is given the opportunity to develop a recommendation to a business scenario and present it both in writing and orally.

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 chemical 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

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

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

CHE398 Chemistry Research (6)

This course is designed for a student, working with a faculty member, to develop, plan, and execute an individualized laboratory research project in biochemistry or chemistry. The student and faculty member will hold, minimally, one meeting per week to discuss the student's progress on the project. At the end of the semester, the student will submit a written research paper and give an oral presentation to the members of the department. The course may be taken a maximum of two times for a maximum of 6 total credits. Lab fee required. PREREQUISITE(S): Junior or Senior status only, with at least 4 semesters of chemistry, and permission of the 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

COMMUNICATIONS**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 I (3)

Fundamental visual art principles constitute the basis of effective visual communication. The course explores these fundamentals while applying the creative approaches unique to digital photography. Students will use the college's digital darkroom (Adobe Photoshop) to refine and enhance the images they create for weekly assignments. In addition, students will develop a framework to analyze and evaluate photographs, whether created by themselves or others.

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, developing storyboards, using digital video cameras, directing and producing, sound and light direction and on-camera performance. This class utilizes in the College's state-of-the-art digital television production facility, as well as classroom and field work. Lab fee charged. PREREQUISITE(S): None

COM114 Cultivating Creativity (3)

The premise of this course is that a creative mindset can be consciously cultivated. Students will immerse themselves in the artistic process, developing tools and techniques necessary to become effective creative problem solvers. Experiential classes will combine hands-on art making with the study of research-based theories. To build art making confidence, the course kicks off with the easy to learn and relaxing Zentangle method of drawing. 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, stagers 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 for-

mats, 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.

COM214 Digital Storytelling (3)

Students will learn how to communicate multilevel stories of a place, moment, person or time by creating multimedia projects. Working with text, still photography, video, music and audio, students will create digital stories and post them online. Students will combine timeless art principles (including viewpoint, composition, light, angle and setting) with literary fundamentals (such plot diagramming and character development) to create modern video projects. PREREQUISITE(S): None

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, campus events, video on demand, as well as developing additional TV content. 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)

This course builds on and deepens work with the fundamental visual art principles introduced in Digital Photography I. Students will employ advanced techniques using digital cameras and the college's digital darkroom (Adobe Photoshop). Students will enhance their online portfolios, as well as create hands-on communication projects that benefit the college community. The framework for analyzing and evaluating images will be expanded. 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 the development from Civil War origins to contemporary practice. Changes in photographic technology and the resulting impact on the craft will be examined. Students will discuss the role of photojournalists who record history 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.

COM302 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. Crosslisted: MKT302

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

COM328 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. Crosslisted: MKT318

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.

COM350 Marketing Communication Strategies (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. Crosslisted: MKT350

COM359 Documentary Photography Projects (3)

This course is an advanced level course for students who want to pursue in-depth photography projects. The interdisciplinary projects combine image making with areas of student academic focus. The projects often include documenting community activities and organizations. Final work will be presented in a variety of digital and analog formats. Lab fee charged. PREREQUISITE(S): COM110 and COM237

COM361 Photojournalism (3)

Students will learn how to find news stories, cover the issues and present the results. From creating single images with captions to photo-essays with text, students will combine the disciplines of photography and journalism to become visual storytellers. Ethics, integrity and accuracy will be emphasized, along with creating content for The Yellow Jacket. Lab fee charged. PREREQUISITE(S): COM110

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)

This course cultivates the development of a student's personal photographic style. Students will consciously explore a range of genres, such as nature photography, abstract photography, commercial photography and landscape photography. Students will also investigate a variety of tools, ranging from shooting film to using studio lighting. Culminating projects that benefit the college community will be created. Lab fee charged. PREREQUISITE(S): COM110 and COM237

COM366 Advanced Video Production (3)

Building on the skills learned in COM112, students will write, produce and edit short narrative films, documentaries and feature length, broadcast quality video productions. PREREQUISITE(S): COM112

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 the first act of a feature length screenplay as part of their course work. Other topics include writing for television and marketing screenplays. PREREQUISITE(S): Permission of the 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. PREREQUISITE(S): Permission of the instructor.

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, Phillipson 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, projective 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 Truffaut.

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 aicyellowjacket.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 sec-

tors 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 term 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 term. 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 correlations, 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 international 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 MTEls 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 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 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 Associates 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 Mathemat-

ics 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 School 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. Pre-requisites: 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 (6)

Please see one of the concentrations:

EDC439A: Student Teaching: Elementary (6)

EDC439B: Student Teaching: Early Childhood (6)

EDC439C: Student Teaching: Moderate Disabilities (6)

EDC439E: Student Teaching: Reading (6)

EDC439F: Student Teaching: Secondary (6)

EDC439G: Student Teaching: Middle (6)

EDC439A Student Teaching: Elementary (6)

The practicum for initial licensure in MA involves 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 MTEs 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: Early Childhood (6)

The practicum for initial licensure in MA involves 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: Moderate Disabilities (6)

The practicum for initial licensure in MA involves 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.

EDC439E Student Teaching: Reading (6)

The practicum for initial licensure as a Reading Specialist in MA 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 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.

EDC439F Student Teaching: Secondary (6)

The practicum for initial licensure in MA involves 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.

EDC439G Student Teaching: Middle (6)

The practicum for initial licensure in MA involves 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.

EDC442 Effective Literacy Coaching Strategies to Improve Student Achievement (3)

This course prepares students to assume literacy coaching responsibilities in a school. Research theory related to effective models for coaching teachers, school reform and professional development will be applied throughout the course as students plan literacy professional development modules designed to im-

prove student achievement and teacher capacity to meet the needs of all learners. PREREQUISITE(S): EDC403 or permission of the program director.

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. Pre-requisites: 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 MTEs, 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. Pre-requisites: 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 in-

structional 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. Pre-requisites: 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 provides 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 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 MA 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 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.

EDC511B Practicum in Education: Early Childhood (6)

The practicum requirement for initial licensure in MA 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 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.

EDC511C Practicum in Education: Moderate Disabilities (6)

The practicum requirement for initial licensure in MA 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 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.

EDC511D Practicum in Education: Reading (6)

The practicum for initial licensure as a Reading Specialist in MA 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 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.

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 MTELs required for the license.

EDC511F Practicum in Education: Middle (6)

The practicum requirement for initial licensure in MA 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 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.

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.

EDC513 STEM Education for the 21st Century (3)

Students will analyze and critique current developments in research and theory in Science and Technology/Engineering content and pedagogy, and relate these changes to their population of practice and to broader changes in education. The course will emphasize the Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas published by the National Research Council. Pedagogical strategies, such as discourse, modeling, representation, scientific investigations, and engineering design will be emphasized as means to facilitate students' conceptual development. PREREQUISITE(S): None.

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 Superin-

tendent/Assistant Superintendent track only .Pre-requisites: 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

EDC518 Public School District Leadership (SUPES Academy) (3)

The SUPES Academy provides preparation for leadership at the district level. The program focuses on building an accountable school system, developing the political skills necessary to orchestrate needed changes, developing communication skills needed to engage stakeholders, and use of data and information technology in district leadership. Students will focus on their own development as transformational leaders, while also addressing key topics and issues, such as ELL, Labor, Law, Academics, Operations, School Choice and Special Education. This course is intended for professional development through the SUPES Academy. PREREQUISITE(S): None.

EDC519 Literacy for Student Achievement: Reading In the Content (3)

The objective of this course will be to focus on the foundations of content literacy and the literacy design principles as they impact teaching practices and student learning. Participants will familiarize themselves with literacy practices which connect to the Massachusetts Curriculum Frameworks. Participants will explore, analyze, and discuss literacy practices through a series of readings and written responses and observe model lessons taught in major content areas. Participants will interact as learners as they work together in a small group format to plan units and lessons. Participants will use literacy practices in connection with the local school district lesson development materials provided to guide and deepen their knowledge of the district curricula and to improve teacher effectiveness and student achievement.

EDC520 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)**: 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.

EDC523 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 educational process. Cultural, English language learning and socioeconomic factors are also addressed within the context of contemporary times.

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, grades K-12. 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 across grade levels. 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 encour-

aged to use specific web-resources to expand their knowledge of the needs of writers from all grade levels and to use technological resources to motivate student writers. PREREQUISITE(S): EDC403 and EDC498.

EDC546 Education Seminar (3)

The seminar sequence is arranged across the culminating term 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, grades K-12, 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 genres will be studied. Texts will be discussed in terms of genre, literary elements, author's craft, cultural themes and integration into the curriculum. Foundational 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. Multi-cultural 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 strategies, 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)

This course will survey the research on how language skills relate to each of the components of reading and to the writing process, grades K-12. 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. Data analysis and 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. Using 21st Century approaches, 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): EDC403 and 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

EDC601 Introduction/Foundation to School Administration & Leadership (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

EDC602 Seminar in Educational Administration and Leadership (3)

Description pending.

EDC612 Educational 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. Pre-requisites: EDC 601, enrollment in graduate program in School Leadership

EDC618 Leadership for Professional 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 Leadership, EDC601

EDC620 Leadership for Professional Development (3)

Description pending.

EDC624 Curriculum Design, Development, Implementation & Evaluation (4)

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 Leadership, EDC601

EDC630 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 Leadership, EDC601

EDC635 School Personnel Management (4)

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 Leadership, EDC601

EDC645 Legal Issues for School Leaders (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. PREREQUISITE(S): enrollment in graduate education program, EDC601

EDC655 Financial and Asset Management for School Leaders (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 Leadership, EDC601

EDC665 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 Leadership, EDC601.

EDC690 Seminar Experience: The Administrative Job Market (1)

Seminar: The candidates for administrative positions will have the opportunity to meet with mentors to prepare for the interview process. They will learn how to prepare a resume and will review the portfolio process, utilizing it to make it the best possible presentation to market themselves and demonstrate their abilities as an administrator.

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.

EDC710 Seminar: Contemporary Issues for the Superintendency (3)

This course will provide in-depth learning in a seminar format utilizing presentations, videos and experts in the field to enhance and advance the learning that has taken place through the coursework. The candidate will be able to undertake the position with a realistic idea of the expectations before them.

EDC720 The Practicum Experience: Supt. track (3)

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

EDUCATION FOR THE EdD**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 course-work, 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)

This course permits the student, in conjunction with his or her core faculty advisors, to create a mentored-study experience that allows for in-depth study of a topic of interest related to the student’s doctoral research. The student must create a complete syllabus outlining the learning experience and receive core faculty approval prior to beginning the course.

EDU893 Directed Study (3)

This course permits the student, in conjunction with his or her core faculty advisors, to create a mentored-study experience that allows for in-depth study of a topic of interest related to the student’s doctoral research. The student must create a complete syllabus outlining the learning experience and receive core faculty approval prior to beginning the course.

EDU894 Directed Study (3)

This course permits the student, in conjunction with his or her core faculty advisors, to create a mentored-study experience that allows for in-depth study of a topic of interest related to the student’s doctoral research. The student must create a complete syllabus outlining the learning experience and receive core faculty approval prior to beginning the course.

EDU895 Directed Study (3)

This course permits the student, in conjunction with his or her core faculty advisors, to create a mentored-study experience that allows for in-depth study of a topic of interest related to the student’s doc-

toral research. The student must create a complete syllabus outlining the learning experience and receive core faculty approval prior to beginning the course.

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 US 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 US 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

EDU978 Qualitative Research: Theory and Implementation (3)

This course focuses on the concept of qualitative research. It will aid the student in developing an understanding of what qualitative research is, what the types of qualitative research are, when to use it, and how to develop a well-designed research study using qualitative research methods. The course will go on to help the student code the findings and write a dissertation using the qualitative method of data gathering and analysis.

EDU979 Quantitative Research for Educators (3)

This course provides a framework for using quantitative methods in educational research. The course will focus on a wide range of quantitative research methods including experimental, correlational and survey research among others. Additionally, students will review the different steps in quantitative research, the determination of different options for types of data collected and the ability to locate, select, and assess an instrument(s) for data collection. Specifying variables, reliability, validity, scales of measurement, scoring of the data, and selection of a statistical program will also be discussed.

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 1 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 2 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

EDU985 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 will be explored.

EDU986 Qualitative Research: Theory and Implementation (3)

This course focuses on the concept of qualitative research. It will aid the student in developing an understanding of what qualitative research is, what the types of qualitative research are, when to use it, and how to develop a well-designed research study using qualitative research methods. The course will go on to help the student code the findings and write a dissertation using the qualitative method of data gathering and analysis.

EDU987 Quantitative Research for Educators (3)

This course provides a framework for using quantitative methods in educational research. The course will focus on a wide range of quantitative research methods including experimental, correlational and survey research among others. Additionally, students will review the different steps in quantitative research, the determination of different options for types of data collected and the ability to locate, select, and assess an instrument(s) for data collection. Specifying variables, reliability, validity, scales of measurement, scoring of the data, and selection of a statistical program will also be discussed.

EDU990 Dissertation I: Introduction and Literature Review (3)

Dissertation 1 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 Analytical Writing (3)

ENG102 is an advanced writing course and is designed to extend reading and writing skills developed in English 101. Emphasis is placed on critical and analytical writing and the analysis and interpretation of texts. Students are exposed to a variety of texts from fields across the curriculum. They write essays in response to what they read by formulating and defending a thesis, by synthesizing sources, and by evaluating information and ideas from multiple perspectives. In addition, students demonstrate an ability to do research and to document their work in the major academic styles. 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

ENG210 Survey of American Literature (3)

This course provides a one-term 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 Cortázar, 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 Brontes, 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 investments, 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 & 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

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. & 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 computer 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

GRADUATE BUSINESS**GBS705 Human Resource Management for Educational Leaders (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. PREREQUISITE(S): GBS620

GBS735 Marketing Research (3)

This course focuses on the development of information systems for marketing decisions. It includes identification of information needs; market and consumer analysis; methodology for collection of infor-

mation and analysis of data with respect to marketing problems; the application of marketing research methods and techniques to actual marketing problems. PREREQUISITE(S): GBS625, GBS630

GBS860 Organizational Behavior (3)

This course provides a systematic analysis of the strategic and human functions of a business enterprise. The responsibilities of managers for anticipating changes in the business environment, for cautiously adapting goals and policies to environmental opportunities, constraints and adverse pressures, and the search for new combinations of activities that will have favorable results for the organization and the economy will be examined.

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 matu-

ration 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 fieldwork instructor to discuss their experience and issues related to their project. PREREQUISITE(S): 12 credits in the major

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 & 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.

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.

HCM335 Ethical and Legal Issues in Healthcare (3)

This course examines the ethical and legal framework of the healthcare system and the issues that healthcare managers must deal with in order to address effectively the concerns of stakeholders, comply with governmental regulations, and act in concert with the ethics of the medical professions. It includes analysis of the legal challenges of malpractice, patient confidentiality, and conformity to administrative guidelines. It also applies classical theories of ethical decision making - utilitarianism, deontology, social justice - to issues faced by those managing healthcare establishments such as patient rights, use of human subjects and tissues in medical research, end of life decisions, and protection of intellectual property. PREREQUISITE(S): HCM 300 or permission of the Instructor

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.

HCM345 Financial Management in Healthcare (3)

This course provides a comprehensive overview of the financial structure, market forces, government policies and regulations, controls and techniques that apply to the healthcare sector of the economy. It examines the perspectives of multiple stakeholders - patients, physicians, hospitals, insurance companies, and government - in allocating costs and realizing profits from the delivery of healthcare. It also provides grounding in the financial tools and techniques of needed to analyze complex healthcare problems and recommend sound solutions that maximize benefits to all parties while minimizing costs. Prerequisites: HCM 300 or permission of the instructor.

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.

HCM395 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.

HONORS PROGRAM**HON101 First Semester Honors Seminar (3)**

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 term. 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 term. 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 term. 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

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 management. 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

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, compen-

sation, performance management, health and safety, and labor relations (union and non-union).
PREREQUISITE(S): None

HSM391 Introduction to Wines (21 YEARS OF AGE OR OLDER) (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

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-term, 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

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.

HST315 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, Bocaccio, 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.

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 term 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 term. 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 term. 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.

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

IBS314 International Economics (3)

The course provides an analysis of economic relationships among countries, including studies of the balance of payments, the international monetary system, governmental adjustment policies, the theory of international trade, and international financial markets. The course will look at international economics from both a micro- and macro economic perspective. The course includes research work into recent international monetary issues and trends. PREREQUISITE(S): IBS105, ECO201 and ECO202

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, packag-

ing, 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

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 Dvlmnt (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 STUDIES

ISM105 Model United Nations (1)

This course is intended for students of all majors who participate in AIC's Model UN Club to represent AIC at collegiate-level Model United Nations conferences held each semester at various campuses throughout the country. Students will be required to attend all meetings of the Model UN Club that are called to prepare for a conference; to research the policies of their assigned country; to prepare a written position paper for their country covering the specific issues they will be debating at the conference; and to actively participate in a professional manner at the conference itself. Students will learn the parliamentary procedures used at conferences, including how to write a resolution, the current issues facing the United Nations, and how to conduct research on their country and its policies. New students will also be introduced to the United Nations and how it functions. This course can be repeated each term that the AIC Model UN participates at a conference. Prerequisites: None

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 term. 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 hospital employee; authorization for treatment; disclosure of patient information; and the physician and/or hospital-patient relationship. PREREQUISITE(S): None

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 num-

bers, 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

MAT151 Basic Algebra for Finite Mathematics (3)

This course is a comprehensive study of mathematical skills which will provide a strong mathematical foundation to pursue mathematics. This course is designed to provide algebraic skills needed for the study of finite mathematics. Topics include principles and applications of equations, formulas, problem solving, inequalities, systems of equations, graphing, and the utilization of technology. Upon completion, students should be able to perform basic computations and solve relevant, multi-step mathematical problems using technology where appropriate. This course is designed to prepare students for college level mathematics and give them the confidence to pursue mathematics at a higher level.

MAT152 Conceptual Understanding of Statistics (3)

This is an introduction to basic and conceptual statistics for students from all disciplines. It emphasizes the development of statistical literacy. Topics include principles and applications of statistics, order of operations, evaluating formulas, problem solving, basic probability, logic, probability distributions, concepts and data analysis, and tables and graphs. Upon completion, students should be able to interpret data, statistical concepts, and statistical calculations. This course is designed to prepare students for more advanced statistics, and give them the confidence to pursue statistics at a higher level.

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

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.

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 seg-

mentation, 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 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 multi-nationals; balance of payments, foreign exchange market and risk, cash flow operations, and evaluations of international economic problems and policies.

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.

MASTER OF FINE ARTS IN CREATIVE WRITING

MFA570 Creative Writing in the Social Realm (4)

This course focuses on the role that the arts (particularly creative writing) play in society, and how writing has been used throughout history and in different cultures to act as an agent of social observation, commentary, criticism and change. The writer and the writer's role in the social realm will be considered. Regardless of the genre that one writes in, the writer exists in a social context and that context, as well as the writer's experience both of present and past culture, will be considered as part of the writer's tool kit.

MFA580 Writing Shared with Others (4)

This course focuses on the pedagogy and andragogy of the craft, assisting students in honing the craft of teaching writing and sharing writing with others. Students will explore how to create workshops, courses, writing groups, online seminars, and other forms of teaching and mentoring others.

MFA590 Entrepreneurship and Creative Writing (4)

This course focuses on models of entrepreneurial enterprise in creative writing. Taken near the end of the program, the topic is intended to assist students in thinking about how they can find venues for supporting and promulgating their work, including publishing, grant writing, funding, teaching, forming cooperatives, and working through social media.

MFA600 Creative Nonfiction Writing (4)

Creative non fiction spans a huge array of material from personal narrative (essay, memoir, travel, nature) to inspirational and self help books and on into professional writing, in any and all themes. This course will visit the wide array of creative non fiction through reading, discussion, exercises and brief writing assignments, as well as writing for feedback. Writing non fiction for young audiences will also be explored. The student will explore various genres of creative non fiction and begin to articulate the personal goals for this field that he or she has.

MFA610 Form and Theory of Creative Nonfiction Writing (4)

This course will move into the consideration of the field of nonfiction and its various genres through extensive reading in and about non fiction. The variation of nonfiction writing, including narrative, expository, persuasive, reflective and descriptive will be discussed and noted as means towards the end of creating nonfiction. Issues of ethics in the field of nonfiction will be considered, as will the overlap of fiction and nonfiction.

MFA620 The Craft of Creative Nonfiction (4)

This course advances theory and practice with an emphasis on “workshopping”, presenting work for feedback. This course will focus more deeply on the specific craft required for different genres. The student will have chosen the nonfiction orientation that best suits personal goals and the craft required for each genre will be considered by the student through reading in that genre, writing about that genre and writing in that genre.

MFA630 Advanced Creative Nonfiction Writing: Exploring Genres (4)

The course will explore a variety of non fiction mediums, to advance student writing skills across genres, to create an authorial identification and to take ownership of writing as a professional path. Working with techniques that evoke the work of fiction: imagination, theme, character and plot, the student will learn to work from within the authority of their knowledge base and research, to create non-fiction that inspires, informs and educates the reader.

MFA640 Writing the Truth: Becoming a Nonfiction Author (4)

This course will involve the student in creating a longer nonfiction piece or compilation of pieces that will be presented, edited and revised and represented. The essential aspect of revision will be a strong focus of this course, as the student builds a professional orientation as a writer. The role of the nonfiction author, as one with a strong and credible voice, will be considered and practiced. The course will lead directly into the final thesis and portfolio work.

MFA650 Writing Fiction: From Short Stories to Novels (4)

This course considers the forms of creative fiction and focuses on the experience of reading and writing fiction. Exercises and assignments will invite the student to explore the genre of adult fiction and enter into the world of writing fiction. Focusing on techniques in writing and analysis of published fiction will deepen an understanding of the field of fiction and the writer’s place within it.

MFA660 Form and Theory of Fiction Writing (4)

This course will move into the consideration of the field of fiction through extensive reading in and about fiction and the theory of fiction. Topics will include the elements of fiction and the variety and use of fiction strategies. The role of the fiction author and the purposes of writing fiction will be considered. Issues of ethics in the field of fiction will be included, as will the overlap of fiction and nonfiction.

MFA670 The Craft of the Novel (4)

This course deepens an understanding of the basic principles of fiction writing including the elements and structure of a story, character, point of view, setting and description, dialogue and plot as they are applied to the writing of a novel. The aspects of constructing a novel from inspiration to development and writing will be explored, using both a firm grasp of the elements of craft and a strong orientation towards accessing inner creativity. This course advances theory and practice with an emphasis on “workshopping” or presenting work for feedback.

MFA680 Advanced Fiction Writing: Exploring Genres (4)

This course will explore not only various fiction genres, from fantasy to satire to tragedy, but also the forms in which these genres exist from flash fiction (very short prose) through short stories to novels. Experimentation in writing in a variety of genres will be a key element of the course, while students begin to focus on the types of writing that they are inspired towards.

MFA690 Becoming the Writer: Authority and Ownership (4)

This course will involve the student in creating a longer fiction piece or compilation of pieces that will be presented, edited and revised and re presented. The essential aspect of revision will be a strong focus of this course, as the student builds a professional orientation as a fiction writer. The course will lead directly into the final thesis and portfolio work.

MFA700 Writing for Children (4)

This course will take the student into the world of children's literature, with a direct intention to learn to see through children's eyes. Basics of creative writing, as applied to children's work, will be included and the class will invite a balance between the imagination that inspires children and the professional orientation that a children's author will hold in working in the field. The practice or writing, feedback and revision will be included in a process of exercises and writing practices.

MFA710 Form and Theory of Writing for Children (4)

This course will move into the consideration of the field of children's literature through extensive reading in and about children's literature. Topics will include the elements of children's writing, based on age group and purpose, and the variety and use of appropriate writing strategies. The role of the children's author and the desired outcomes in writing for children will be considered. Issues of ethics in the field will be included.

MFA720 From Picture Books to Stories (4)

This course will explore the variety of books for children from picture books through beginning readers to chapter books and children's novels. The theme of compelling stories to evoke a child's interests will be held throughout. Key elements of writing, as they are applied uniquely to children's fiction will be included, including the overarching writing principles that apply to all writing, including, plot, story development, character, dialogue and setting. "Workshopping," writing for feedback within the group will be an essential element of the course.

MFA730 Advanced Writing for Children: Exploring Genres (4)

This course will explore various children's fiction genres. The focus will be on children's writing up to young adulthood and will include consideration of genre themes such as: fantasy; fairy tales; realistic and historical fiction; child related educational (counting, alphabet, informational); and drama. Experimentation in writing in a variety of genres will be a key element of the course, while students begin to focus on the types of writing that they are inspired towards. The course work will lead directly towards the thesis/ portfolio work.

MFA740 Children's Development and Family Literacy (4)

This course addresses the key issues of children's developmental stages, needs and capacities, in the context of literature that will support their development. The role of family literacy, as a key to positive outcomes for children as readers will be considered and the student, preparing to be an author and/ or teacher, will study and create practices that are intended to promote not only reading, but family literacy. From the classroom to the specific content of any book, the issues of development and the role of family and culture in that development are of great importance to the author, who must orient the work towards a developing child.

MFA750 Writing for Young Adults (4)

This course will take the student into the world of young adult literature, with an orientation towards assessing the needs and interests of this unique population, typically considered to be between 12 and 18 years of age, though often extended in both directions. Basics of creative writing, as applied to young adult work, will be included and the class will invite a consideration of how to “reach” the teenage reader, transitioning from childhood into adulthood.

MFA760 Form and Theory in Young Adult Literature (4)

This course will move into the consideration of the field of young adult literature through extensive reading in and about young adult literature. Topics will include the elements of fiction and the variety and use of fiction strategies. The unique elements of pacing, developmental comprehension and young adult engagement in literature will be included. The role of the author and the purposes of writing for this audience will be considered. Issues of ethics in the field of fiction will be included, as will the overlap of fiction and nonfiction.

MFA770 Advanced Writing for Young Adults: Genres and Craft (4)

This course will explore various young adult fiction genres. The focus will be on genre themes such as: fantasy; coming of age; realistic and historical fiction; and experimental. Experimentation in writing in a variety of genres will be a key element of the course, while students begin to focus on the types of writing that they are inspired towards. Forms of young adult writing, from short stories to the young adult novel will be included. “Workshopping” as an environment for sharing and receiving feedback will be a component of the course.

MFA780 Pre Adolescent and Adolescent Development and Literacy (4)

This course addresses the key issues of adolescent developmental stages, needs and capacities, in the context of literature that will support their development. The role of family literacy, as a key to positive outcomes for young adults and adolescents will be considered and the student, preparing to be an author and/ or teacher, will study and create practices that are intended to promote not only reading, but family literacy. From the classroom to the specific content of any book, the issues of development and the role of family and culture in that development are of great importance to the author, who must orient the work towards a developing adult.

MFA790 Claiming The Storyteller’s Voice: Creating Access to Youth (4)

This course will involve the student in creating a longer piece or compilation of pieces that will be presented, edited and revised and represented. The essential aspect of revision will be a strong focus of this course, as the student builds a professional orientation as a young adult writer. The unique elements of finding voice for a teenage audience will be practiced. The course will lead directly into the final thesis and portfolio work.

MFA800 Applied Field Experience (4)

The MFA in Creative Writing requires each student to participate in 4 credits of supervised field experience, spread over two trimesters. Because the MFA is often desired as a credential for faculty positions in higher education, some students may wish to do their field experience in a higher education setting. Others may wish to intern in community settings where teaching writing may be appropriate. Creating and running a writing group on a specific theme may be an appropriate placement and work with published writers in outside classes, tutorials or mentorship processes is also an option. It is possible that a student may arrange two different field experiences to fulfill the requirement. The AFE is arranged in advance and approved by both the student’s Advisor. Outside support, supervision and confirmation of

work will be included. This may take the form of a site supervisor, a mentor, an administrator, or class members, who will validate the work experience and give feedback for the student.

MFA810 Final Professional Presentation (4)

Each student will make a formal presentation of the capstone project at his/her last residency. The student must have the proposal for the FPP approved prior to the final term of enrollment.

MFA820 Creative Thesis and Portfolio I (4)

Each student will create an 8 credit creative thesis that showcases his/her creative writing completed during the program, demonstrates social relevance, and includes scholarly references. In the thesis, the student is expected to explore something new, demonstrate seriousness of purpose, convey a sense of depth, and communicate an act of discovery or insight. S/he should select work that represents his or her individual stamp, but must also accompany it with a pertinent scholarly essay. Thus, every final thesis and portfolio will combine an academic paper relevant to the creative work compiled by the student over the course of study. The final product will include, not only the scholarly essay, but the creative works that have been produced, creating a robust portfolio of scholarship and creative writing. For example, a learner preparing a thesis based on the novel would include a scholarly piece that puts his/her novel in an historical, literary, and/or theoretical context, while signifying how his/her contribution relates to relevant literature in the field.

MFA830 Creative Thesis and Portfolio II (4)

Each student will create an 8 credit creative thesis that showcases his/her creative writing completed during the program, demonstrates social relevance, and includes scholarly references. In the thesis, the student is expected to explore something new, demonstrate seriousness of purpose, convey a sense of depth, and communicate an act of discovery or insight. S/he should select work that represents his or her individual stamp, but must also accompany it with a pertinent scholarly essay. Thus, every final thesis and portfolio will combine an academic paper relevant to the creative work compiled by the student over the course of study. The final product will include, not only the scholarly essay, but the creative works that have been produced, creating a robust portfolio of scholarship and creative writing. For example, a learner preparing a thesis based on the novel would include a scholarly piece that puts his/her novel in an historical, literary, and/or theoretical context, while signifying how his/her contribution relates to relevant literature in the field.

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

MGT361 Project Management (3)

This course introduces the techniques used to plan, manage, and complete projects in accordance with guidelines to which all participants and beneficiaries have agreed. It distinguishes project management from general management and examines the principal concepts and methods that have been developed to manage projects successfully: defining project objectives; the Critical Path Method; application of Lean/Six Sigma and other quality techniques; team building and conflict resolution; allocation of resources – human, physical, and financial; uses of probability to assess project time lines (PERT); GANNT Charts; and project control through budgeting. Students will apply software to managing their own projects. The course also covers the general principles of Management Science and Systems Theory – giving students an understanding of how models can be used to improve the quality of management decision making. Classes will introduce students to these areas of project management. Students will then apply the techniques and concepts to running an actual project so that they master these important skills by using them. Prerequisites(s): Business Junior/Senior or permission of the instructor.

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 (1)

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 Introduction to Management Information Systems (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 operating 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

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, personnel, 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 Social Media and Digital Marketing (3)

Social media has changed the much of the playing field in marketing and advertising. Through social media, customers now have access to the vast experiences of other customers to guide their purchase behavior. Conversation and participation are the norms in social media and social communities. Marketers now must embrace this new relationship with customers to be successful. In this course, students will learn about the different types of social media, create social media marketing strategy, and create content and engagement strategies for various social media and sites platforms such as Facebook, Twitter, blogs, and YouTube.

Prerequisite(s): None

MKT310 Marketing Simulation (3)

Successful organizations and marketers must be able to craft strategies that achieve the desired market-

ing 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'S IN PUBLIC ADMINISTRATION

MPA403 Public Budgeting (3)

This course explores process, politics and policy of federal, state, and local budgeting for twenty-first 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): None

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): None

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. PREREQUISITES: 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. PREREQUISITES: 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 twenty-first 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 as well as the individual student's own career development and leadership goals. **PREREQUISITES:** None

MPA505 Grant Writing - Development and Application (3)

This course provides opportunities for understanding federal, state, and foundation sources of public finance, with an emphasis on proposal development, organizational development 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

MPA 521 Organizational Behavior (3)

Students will have the opportunity to develop and use theoretical knowledge and practical skills needed to analyze behaviors in organizations. Individual, group and systemic frames of reference will be used to examine complex organizational issues with specific emphasis on organizational change, communication, conflict, teams / groups, motivation, and leadership. **PREREQUISITE(S):** None

MPA 529 Public Finance (3)

This course presents an 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):** None

MPA 540 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. **PREREQUISITE(S):** None

MPA 561 Project Management (3)

This course introduces the techniques used to plan, manage, and complete projects. It distinguishes project management from general management and examines the principal concepts and methods that have been developed to manage projects successfully: defining project objectives; the Critical Path Method; application of Lean/Six Sigma and other quality techniques; team building and conflict resolution; allocation of resources – human, physical, and financial; uses of probability to assess project time lines; and project control through budgeting. The course also covers the general principles of Management Science and Systems Theory – giving students an understanding of how models can be used to improve the quality of management decision making. **PREREQUISITE(S):** None

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):** None

MPA 660 MPA Capstone (3)

This capstone course requires students to apply the knowledge learned in the MPA program in a comprehensive, experiential project focused on analyzing and proposing recommendations to a significant issue within a governmental agency or masters thesis involving substantial research focused in public administration specific to a student's area of interest. Students will be required to present their project or research in a public forum. **PREREQUISITE(S):** Students should have completed at least 75% of the MPA program or receive permission of the instructor.

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 African'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

NON-PROFIT MANAGEMENT

NPM420 Communications for Effective Leadership (3)

The course will cover the essential of effective communication and use of information technology critical for successful leadership of nonprofit organizations. The focus is on developing the interpersonal communication skills, styles, and strategies within nonprofit organizations as well as through the use of all forms of media. Students will explore the role of nonprofit leaders in building and empowering. **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. The laboratory experience introduces computational concepts required for professional nursing practice. Concepts include (but are not limited to) systems conversion, ratio and proportion, dosage calculations, and intravenous calculations supported with a computerized assisted learning program. 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 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.

NUR500 The Art and Science of Nursing for Advanced Practice (3)

Nursing knowledge development, worldview, and competencies of the advanced practice nurse are examined. This focus of this course is professional practice development, communication, leadership, team building, and interdisciplinary collaboration.

NUR505 Seminar in Nursing Research (3)

Evidenced based practice and clinical reasoning are explored. Problem identification, problem solving, ethical standards and principles of research are the focus of a research proposal. Dissemination of research and translational research are analyzed for interdisciplinary practice.

NUR510 Policy, Politics and Organization of Healthcare (3)

Quality improvement, standards of care, health care policy, and organizational science, are topics of this course. Information technology and trends of healthcare are examined. Legal and economic challenges of advanced practice nursing are incorporated.

NUR515 Concepts of Healthcare Transformation (3)

Family, community and public health nursing are the focus of this course. Complex science and systems theory are explored in relation to design, delivery and evaluation of population health. Concepts of cultural safety are considered.

NUR540 Evidence Based Practice for Nursing Education (3)

Principles of evidence - based nursing education for pre-licensure nursing students are the focus of this course. Classroom and clinical teaching is emphasized. Evaluation of student learning outcomes is included.

NUR542 Evaluating Learning Outcomes (3)

The aim of this course is to prepare nurse educators to evaluate student progress in achieving course objectives. Course content includes evaluation of learning in the cognitive, psychomotor and affective domains. Construction of test items based on course blueprints, use of rubrics, and clinical evaluation are included topics. Objective evaluation and student feedback are discussed as critical legal and ethical standards for nurse educators.

NUR546 Concepts and Elements of Core Measures (3)

This course focuses on the knowledge and tools to support, promote, and implement change leading to improvements in patient and health system outcomes. Students will be introduced to concepts and theories of quality measurement and best practices including application to Deming's Plan-Do-Study-Act (PDSA) method of continuous quality improvement.

NUR548 Culture and Diversity (3)

This course examines cultural safety, cultural tolerance, and cultural diversity related to population-focused nursing through the study of healthy ethnic communities and diverse socio-cultural groups. Travel to Toronto, Ontario, Canada for an accelerated cultural experience is required. This course is offered in the first summer session. This course requires additional course fees TBA prior to registration depending on current cost of travel, room and board.

NUR550 Nursing Leadership and Management (6)

Fiscal management, strategic planning, trend analysis, and resource management are the focus of this course. Elements and processes of outcome measurements are explored. Leadership and management of personnel are included topics.

NUR555 Informatics (3)

This course describes an overview of nursing informatics the importance to healthcare and general categories of software. Electronic health records and electronic communication are explored with an emphasis on technology, ethics, and legal implications.

NUR562 Holistic Nursing Practice (3)

This course explores the integral approach of Holistic Nursing as an art and a science in concert with contemporary nursing by examining the Core Values of Holistic Nursing and Holistic Nursing Scope and Standards of Practice. The focus is on the role of the nurse as an instrument of healing the whole person, mind, body, spirit and emotions while honoring the interconnectedness and the interrelatedness of the nurse, client, society, and universal environment. Holistic nursing is based on a foundation of self-care, healing relationships, mutuality and presence. Caring healing interventions will be introduced and considered for integration into relationship-centered clinical practice and self-care to restore balance and enhance well-being.

NUR564 Professional Writing for Nursing (3)

This course explores essential writing skills for professional nurses. Grant application and papers for submission as publications are the focus of this course. Components of the course include: clear exposition, persuasive argument, effective synthesis and mastery of writing mechanics including APA format.

NUR600 Advanced Concepts of Pathophysiology (3)

Principles of pathophysiology including biopsychosocial science and genomics are the focus of this course. Nursing's role in management of chronic and acute adult onset illnesses is examined.

NUR605 Advanced Concepts of Pharmacology (3)

Pharmacological management of adult onset acute and chronic illness is the focus of this course. Principles of pharmacokinetics, pharmacodynamics and pharmacogenomics will be examined. Cultural beliefs and practices for adult onset illnesses related to medication management are analyzed.

NUR610 Advanced Concepts of Health Assessment (3)

Health assessment of individuals and families are explored from the perspective of client-centered care, safety, cultural diversity, genomics, and biopsychosocial principles. Laboratory practice is required.

NUR640 Nursing Education Practicum (3)

Clinical practicum practice in nursing education is the focus of this course. Students begin their own reflective nursing education practice with the guidance of a mentor. A practicum project presentation is required. Pre-requisite: NUR540

NUR650 Nursing Administration Practicum (6)

Clinical practicum practice in nursing administration is the focus of this course. Students are mentored in a nursing administrative practice with an advanced practice nurse. A practicum project presentation is required. PREREQUISITE(S): NUR550

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 term. 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 dissections, 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 learning 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, OTR201 & 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 term. 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 through 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 through 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

PUBLIC HEALTH

PCH101 Introduction to Public Health Practice (3)

Overview of the basic principles of public health practice, including the infrastructure of public health, the tools employed by public health practitioners, biopsychosocial perspectives of public health problems, health promotion and prevention of disease and injury, quality assurance and improvement, and legal and ethical concerns.

PCH201 Global Health (3)

Overview of major global health issues; the socioeconomic, biological, and environmental causes and consequences of disease; and global health metrics, ethics, policies, and practices.

PCH210 Program Planning & Evaluation (3)

Focuses on the knowledge, skills, and strategies needed for planning, implementing, and evaluating health education programs to facilitate health behavior changes in individuals, groups, and communities.

PRE-REQUISITES: PCH101

PCH220 Epidemiology in Public Health (3)

Provides an introduction to principles of epidemiology, with a focus on preparation to read and interpret research in public health. PREREQUISITE(S): MAT304

PCH350 Community Health Promotion (3)

Overview of community health within the context of public health practice. Students will discuss foundations of community health, explore major health concerns, analyze determinants of health, and evaluate strategies to improve health of communities. PREREQUISITE(S): HCM330 and PCH101. CO-REQUISITES: PCH210

PCH360 Public Health Policy (3)

This course will examine the essential concepts, principles, organizational skills, and political processes integral to the development, formation, and analysis of public health policy. Senior Level.

PREREQUISITE(S): PCH201, PCH220 and PCH350.

PCH370 Seminar in Public Health (3)

This course focuses on the integration of public health knowledge, skills, and practice acquired during the program. Emphasis will be on summarizing, analyzing and synthesizing major key concepts and critically evaluating strategies to impact the health of the public. Focus will be on current health challenges locally and globally. PREREQUISITE(S): PCH201, PCH210, PCH220, PCH350 AND PCH360

PCH385 Capstone in Public Health (3)

Focuses on selecting and applying effective strategies and skills to plan, develop, and implement a culminating project that integrates coursework and internship experience. Provides students with the opportunity to focus on a key health issue in the community and/or one that is related to their intended career goals as a public health professional. PREREQUISITE(S): PCH210, PCH220, PCH350, PCH360

PCH395 Internship in Public Health (3)

The internship provides an opportunity for each student to apply the knowledge and skills acquired throughout the program by working under the guidance and direction of a public health professional. With the guidance of their program advisor, students may choose to complete the practicum in a public health setting that is of interest to them and aligns well with their career goals. PREREQUISITE(S): PCH210, PCH220, PCH350, PCH360

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, transpersonal 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 Group 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.

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.

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 registered 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 registered 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 registered in PHY112.

PHY113 Physics: from Playground to Battlefield (3)

Via the science and technologies used in sports, entertainment, and recreation together with those used in the military, now and throughout history, the field of physics will be investigated. 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 registered 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 registered 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 PHY 115L to meet laboratory science requirements for general education. PREREQUISITE(S): None. Students must be concurrently registered 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 registered 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

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

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

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

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

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 interpreta-

tion 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 term and PSY341 if taken in the spring term.

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 term and PSY399 if taken in the spring term.

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 term and PSY399 if taken in the spring term.

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 therapeutic 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 devel-

oped. 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)**
Description pending.

PSY483 **Principles and Practices of Guidance (3)**

This is an introductory course designed to acquaint the student with the basics of the need, meaning, an 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 de-

veloped. 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 psy-

chology 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, counseling 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 psychosocial 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 psychosocial 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 Marriage and 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 & 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.

PSY894 Directed Study (3)

This course permits the student, in conjunction with his or her core faculty advisors, to create a mentored-study experience that allows for in-depth study of a topic of interest related to the student's doctoral research. The student must create a complete syllabus outlining the learning experience and receive core faculty approval prior to beginning the course.

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

COUNSELING PSYCHOLOGY

PSYC500 Counseling Theory & Practice: (3)

Includes studies of major theories, approaches and procedures in counseling and psychotherapy; historical-cultural developmental contexts; case conceptualization and specific techniques used in contemporary therapeutic systems and their respective limitations; applications with various client populations; ethical and professional issues associated with counseling theories and practices.

PSYC501 Psychology of Human Growth & Development (3)

Includes studies of current theories of human lifespan development as influenced by genetic, biological and environmental factors; physical, cognitive, intellectual, language, behavioral learning, emotional, and personality aspects of development; the nature and needs of individuals at all developmental levels.

PSYC502 Social & Cultural Bases of Behavior (3)

Includes studies of social psychology; group dynamics and processes; organizational behavior; attribution theory; socially inherited and transmitted patterns of pressure, expectations, and limitations learned by individuals; unique characteristics of individuals, couples, families, ethnic groups and communities; issues and trends in a multicultural society (including culture, ethnicity, nationality, age, gender, sexual orientation, mental characteristics, physical characteristics, education, family values, religious values, spiritual values, and socioeconomic status); and awareness of discriminatory attitudes and beliefs that can have a negative impact on group and individual relationships in various contexts.

PSYC503 Helping Relationships (3)

Includes studies of the basic building block and advanced counseling skills; the collaborative nature of the helper-client relationship; consultation skills; nonverbal and reflecting skills; and the three stage helping model that drives the client's problem-managing and opportunity-developing action: helping clients tell their stories, helping clients determine what they need and want, and helping clients develop strategies to accomplish their goals.

PSYC504 Group Work and Therapy (3)

Group Work and Therapy: 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. Learners will research ethical and professional issues in group therapy practice, and analyze various uses of group counseling or supervisory techniques. The role of an effective group leader and group leadership styles, group dynamics, and social and cultural factors in groups will also be considered.

PSYC505 Career and Lifestyle Development (3)

Includes studies of career development theory and research; applications in counseling and educational settings; approaches to career decision-making processes; relationships between career development and life factors; career development exploration techniques; skills for helping individuals consider career choice and lifestyle options; and sources of occupational and educational information.

PSYC506 Appraisal and Diagnostic Techniques (3)

Includes introductory studies of the basic concepts of testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, alternative assessment, and computer-managed and computer-assisted methods.

PSYC507 Abnormal Psychology (3)

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. Learners will identify and articulate the ethical issues related to the diagnosis and treatment of abnormal behavior and mental illness, and will demonstrate knowledge of the major diagnostic categories including current theories related to the development of the disorders and commonly used treatment strategies. Learners will also explore the various emotional disorders and reactions to stress such as anxiety disorders, somatoform and dissociative disorders, affective disorders, and the schizophrenias and related psychotic disorders. Course materials will also facilitate the various disorders related to social mal-development such as personality disorders and sociopathy, substance abuse disorders, eating disorders, and sexual and gender identity disorders.

PSYC508 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.

PSYC509 Professional Orientation and Ethics (3)

This course examines the process of ethical decision making in the workplace and the role of the ethical leader. Theories of ethical decision making, principles, and theoretical concepts will be covered. Students also will be encouraged to reflect upon their own ethical code and decision making. Emphasis in this course is on the real life application of theoretical concepts.

PSYC510 Practicum in Counseling Psychology (1)

Optional as determined by state regulations. A pre-internship practice in application of counseling psychology principles and skills. Learners must accumulate a minimum of 100 hours of practicum experience at a faculty-approved site. Includes practice of basic and intermediate individual and group counseling skills with clients to integrate theoretical knowledge from coursework with practical applications. A site-based clinical supervisor and a faculty advisor closely monitor activity of the learner throughout the process to ensure that all practicum activities are appropriate to the field of study. The faculty advisor

and field (site-based) supervisor formally evaluate the progress of individual learners. Learners submit a practicum log and reflective essay to chronicle their growth and development, and must receive satisfactory field evaluations.

PSYC511 Internship in Counseling Psychology I (3)

The first of two semesters of supervised internship in counseling psychology designed to integrate theoretical understanding with direct, hands-on exposure to practice. Fieldwork experience serves to provide practice of counseling psychology skills in an applied setting under the supervision of an experienced practitioner. Learners must accumulate a minimum of 300 hours of Internship I (to meet the minimum requirement for the Program's 600 hour total internship hours*) at a site approved by the faculty in order to complete this requirement. All aspects of psychological practice . appraisal, therapeutic intervention, and consultation .are addressed in the internship experience. Both a site-based supervisor and faculty advisor monitor the activity of the learner throughout the internship process to ensure that all internship activities are appropriate to this field of psychology. The advisor and field (site-based) supervisor formally evaluate the progress of individual learners.

PSYC512 Internship in Counseling Psychology II (3)

Is the second required semester of internship experience in counseling psychology. Learners are required to accumulate a minimum of 300 supervised internship hours to complete this requirement, bringing the total internship hours to 600 to complete the program. (See additional requirements for individual state regulations)

PSYC513 Internship in Counseling Psychology III (3)

Is third semester of internship experience in counseling psychology, which some students may need to complete their state licensure requirements. Learners are required to accumulate a minimum of 300 supervised internship hours to complete this requirement, bringing the total internship hours to 900 to complete the program. (See additional requirements for individual state regulations) (In some states, Students may need to take third internship)

PSYC514 Directed Study (3)

In these courses, a student pursues, in-depth, an individualized program of reading and/or research with supervision by first and second core faculty. PREREQUISITE(S): None

PSYC515 Directed Study (3)

In these courses, a student pursues, in-depth, an individualized program of reading and/or research with supervision by first and second core faculty. PREREQUISITE(S): None

PSYC516 Directed Study (3)

In these courses, a student pursues, in-depth, an individualized program of reading and/or research with supervision by first and second core faculty. PREREQUISITE(S): None

PSYC518 Professional Portfolio (Capstone) (3)

This course provides a culminating experience that allows each student to reflect on his or her 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.

PSYC519 Research Methods & Program Evaluation (3)

This course examines a range of research methods, basic descriptive and inferential statistical analysis,

needs assessment, ethical and legal considerations in research, steps of research design and implementation, and the fundamentals of program evaluation through use of qualitative and quantitative methods.

PSYC520 Biological Bases of Behavior (3)

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.

PSYC521 Personality Theory & 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. In this course, learners will articulate the major psychological theories of personality and the characteristics of an individual which provide the foundation of the personality, and will research the theories of etiology and development of personality characteristics. Learners will also explore psychologically healthy and deviant personality functioning within varied social and cultural contexts and ways in which stable characteristics are modified.

PSYC522 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. In this course, learners will research and explore specific issues in family dysfunction, including cultural and social phenomena, addictions and abuse, alternative family structures. Learners will also explore current treatment issues in working with diverse family structures, and subsequently better understand the role of marital, couple, and family counselors/therapists in various practice settings and in relation to other helping professionals. The course will also cover ethical and legal considerations specifically related to family and systems related work.

PSYC523 Psychopharmacology (3)

Includes studies of psychopharmacology including ways in which drugs interact with the brain to affect cognitive processes and behavioral states, the fundamental principles of psychopharmacology including pharmacokinetics and chemical neurotransmission; specific classes of drugs and their applications to the treatment of psychological disorders including anxiety, depression, bipolar mood and psychotic disorders; and substance use and abuse through topics including basic neurophysiology, addiction processes and the effects of licit and illicit drugs.

PSYC524 Substance Abuse and Addictive Disorders (3)

Includes studies of historical and societal aspects of drug use and abuse; core concepts of substance use, abuse and dependence; the etiology of drug abuse; neurophysiology of addiction; effects of licit and illicit drugs; and effectiveness of treatment methods and preventive strategies for addictions to food, sex, alcohol, drugs, work, gambling and relationships.

PSYC525 Crisis Intervention (3)

Includes studies of the theories and principles of crisis intervention as applied to therapeutic strategies for treatment; scientific bases of various approaches to crisis intervention including short-term, long-

term and telephone counseling methods; community and societal crisis; interventions with diverse clinical populations; professional skills for intervening, prevention techniques; evaluation of services; and the roles and responsibilities of others participating in crisis intervention.

PSYC526 Theoretical Foundations in Complementary Health Counseling (3)

This course explores the theory base of complementary health counseling. The seminar begins with a stress and health exploration of the biological bases of health and disease and includes an overview of psycho-neuroimmunology stress and health. The course examines the contributions of learning theory and cognitive behavioral models, learned helplessness and self-efficacy, stress and coping with an emphasis on social bases of health and disease, Engel's bio-psychosocial hierarchy, family systems, health and disease, and concludes with ethno-cultural variables and health and existential and meaning making models.

PSYC527 Applications in Complementary Health Counseling (3)

This course will examine how the theoretical foundations of complementary health counseling are applied in clinical practice. This seminar will begin with a survey of the assessment strategies of the complementary health counselor including bio-psychosocial approaches, interview, observational, and behavioral methods and paper and pencil measures. Students will then proceed to a survey of individual, group, family and large systems interventions, an examination of medical adherence, and conclude with a discussion of supervisory and consultation issues in the field.

PSYC528 Contemporary Issues in Complementary Health Counseling (3)

This course is designed to enable advanced students in the complementary health counseling specialization with the opportunity to consolidate their overall understanding of the field. The course focuses on large systems issues including ethical, legal, and professional concerns; economic, political, organizational, and policy issues, and research methods in Complementary Health Counseling.

PSYC529 The Psychology of Health (3)

This course will focus on the cognition of health, which addresses how thinking and reasoning are related to health behavior and illness. The course reviews how various cognitive processes such as risk perception, cost/benefit analysis, judgmental heuristics, norm perceptions, cognitive dissonance, and control perceptions are related to the adoption of healthy and unhealthy behaviors and the processing of health information. The course will also cover the concurrent influence of motivational and affective influences such as defensiveness. Attention will be devoted to how people make health-related decisions (such as whether to screen for cancer), how they respond to health communications, and how they mentally represent illness (as well as the extent to which cognitions determine the course and recovery from illness). This course takes a general theoretical approach.

PSYC530 Spirituality in Counseling (3)

This course will focus on the study and application of theory and techniques to assist the counselor in the appropriate integration of spirituality into the counseling process. The course will promote the knowledge and skills that counselors should possess to effectively engage clients in the exploration of their spiritual and religious lives as they relate to other psychological concerns.

PSYC531 Nutrition-Health and Emotional Wellness (3)

This course will focus on the relationship between nutrition, diet, and food and their role in emotional health and wellness. This course will provide students with practical information, critical thinking skills, and the scientific foundation needed to help clients make better informed choices about their diet and health.

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 evalua-

tion 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

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

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 Sport 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 Sport 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

SRM303 Sports Psychology (3)

Examines psychological theories and research related to sport and exercise behavior. The course is designed to introduce students to the field of sport and exercise psychology by providing a broad overview of the major topics in the area. Students work to increase understanding of how psychological factors influence involvement and performance in sport, exercise, and physical education settings, and to increase understanding of how participation in sport, exercise, and physical education influences the psychological makeup of the individuals involved. PREREQUISITE(S): Junior/Senior status

SRM305 Communications in Sport (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 player, 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): Junior or Senior standing

SRM395 Management Practicum (3)

Internship in sports and recreation management. PREREQUISITE(S): Junior or Senior status, and a student in the SRM major

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

THEATER

THR101 Introduction to Theater (3)

This course introduces students to theater as an interdisciplinary, collaborative art. Students will read and analyze plays from varied periods of theater history. The course content includes study of the art, craft, business, and historical roots of drama, as well as theaters relationship to the fine arts. Students will attend the Fall or Spring play and write a formal theatrical critique and whenever possible will attend outside theatrical productions. Over the course of the term students can expect to engage in a number of group projects including re-writing a scene from a classical play in their own contemporary vernacular and writing a short play using only three words. PREREQUISITE(S): None

THR102 Fundamentals of Acting / Acting I (3)

This course introduces students to the study and practice of acting for the theater. They will acquaint themselves with physical and vocal warm up activities to harness and understand of the actors body. Students will read plays and will develop one monologue and one scene over the course of the term from one of the plays read. Students will engage in acting exercises to enhance focus, clarity of thought, a better understanding text, a better understanding of objective driven action and vocal and physical transformation and character development. For each character played students will create a character biography and character journal prior to final performance of scene and monologue. This course also provides a space in which students can harness skills in public speaking, development of confidence and poise, and focus in any given situation. PREREQUISITE(S): None

THR105 Theater Workshop I (3)

Theater Workshop I is the first of three courses under the theater workshop designation. This course is an introduction to the play development process. Students can assume the duties of an actor, crew technician, crew costumer and crew props master. Students will be encouraged to work out of their areas of interest to work instead in the areas they know little about. As this section of Theater Workshop is meant for the student who is newly engaging theater each student will be working as an assistant and or supporting player in the process. This course is structured like a crew and company at a professional theater in that hierarchy is of great importance. There will be a lead in each area of study and the students in Theater Workshop I will assist and or apprentice under the more experienced theater students. In addition to other assigned work each student will write a formal evaluation of their work at the end of the term. Students can take this course for 1, 2, or 3 credits depending on their credit load that term. Each students work hours in the course will correlate with the credit(s) they are taking. Students can take this course for up to three credits. PREREQUISITE(S): None

THR202 Styles of Acting / Acting (3)

This course is the second course in the acting curriculum. The focus of this course will be on the identification and study of the varied styles of acting. We learn in Fundamentals of Acting the importance of focus, center, objective driven action, understanding of text, the relationship between the voice and the body, improvisation, transformative tools for **character development**. In styles we study realistic, non realistic, absurdist, surrealist, poetic realism, and etc. We study movement based styles like Kabuki and Grotowski work. We study voice based expression with the Linklater Vocal Warm Up. We will dive into world theater styles of acting for the theater by watching video of actors training in such areas and engaging in some of the same exercises and assignments they do. We will write about such styles and debate they relevance or lack of relevance and how an actor can adapt to changing styles of performance. Two major projects will be assigned and will focus on the performance of two monologues or a scene from the selection of plays read in class in the style of acting studied. PREREQUISITE(S): THR102 and sophomore standing.

THR203 Scene Study / Acting (3)

This course is the study of scene development and text analysis for the actor. Students read six plays over the course of the term and chose a scene to work on from each play assigned. Students will engage in conventional and non-conventional scene development and analysis while intensely studying subtext, hidden meanings, and character background. There will be many written and research based assignments related to each character developed. Students will harness a deep understanding of how a scene is conceived of, written and performed with a scholarly knowledge of the text and its origination. PREREQUISITE(S): THR102 and sophomore standing.

THR204 Voice and Articulation (3)

This basic voice and articulation course and accompanying lab is designed to help students improve their speaking voice both onstage and in professions such as teaching, management, marketing, public relations, and law just to name a few. In this course, students will gain an understanding of vocal health and the physical demands placed on the vocal apparatus. Content covered will include the Linklater Vocal Warm Up, study of The International Phonetic Alphabet, and basic dialect (accent training). Students will develop the tools needed to recognize and start to deal with their own individual vocal challenges including sustainability, and moving beyond impediments of all kinds. PREREQUISITE(S): THR102

THR205 Theater Workshop II (3)

Theater Workshop II is the second of three courses under the theater workshop designation. This course is an intermediate course and is meant for students who have taken Theater Workshop I. Students can assume a larger role in the production in terms of the hierarchy of theatrical production. Students can work as an actor, technician, asst. stage manager, publicity director, asst. costumer, asst. lighting designer or light board operator, props master, or dramaturg (theatrical researcher). Students will be expected to lead by example for the students involved in Theater Workshop I and will develop work that is reflective of their level of understanding of the subject and their professional title. In addition to other assigned work each student will write a formal evaluation of their work at the end of the term. Students can take this course for 1, 2, or 3 credits depending on their credit load that term. Each student's work hours in the course will correlate with the credit(s) they are taking. This course can be taken multiple times up to six for credit as theater majors must take it twice as a major requirement. PREREQUISITE(S): THR105

THR206 Movement for the Actor (3)

This course focuses on the development of each student's understanding of their own body as performers. This course can be taken by actors, dancers, students interested in physically harnessing their center and athletes looking to improve upon their ability to exhibit focused and graceful action on the field. Students will learn how to harness energy and sustainability while engaging in physical theater exercises that focus on the brain-body connection. Students will read texts and articles focused on specific movement styles and will engage in physical exploration of these styles furthering their understanding of each style's purpose. Students will develop movement topographies and an understanding of stage combat and will journal about their experiences. An attempt is made to bring in a movement-based theater company for workshop training. PREREQUISITE(S): THR102

THR210 Theater History I (Ancient Greeks – 1750) (3)

This course is a history of theater course and will focus on the time periods of Ancient Greece through to 1750. Students will read plays from each era of theater history studied and will research the life of work of each playwright read. There is a strong lecture component to this course coupled with a written assignment for each play assigned. There will be an exam for each section of the course material divided by period and will culminate with a major research-based project at the end of the course. PREREQUISITE(S): ENG101 and THR101

THR214 Costume, Hair and Make Up Design (4)

In this course, comprised of both lecture and laboratory, students will learn the fundamentals of costume, hair and make up design for the stage. Students will learn techniques for stage make up and wig design, how to design costume sketches, and the techniques necessary to design and build a garment. Students will also learn costume history, the importance of costumes and make up, and how they serve contemporary productions. Students will learn all aspects of caring for and storing costumes, and how to organize the dressing room for productions. Final projects will include make up plots, styling wigs, and building

a garment for the department production. Students will also learn how to develop a portfolio of their work. PREREQUISITE(S): THR105

THR216 Play Production (4)

This course is the fundamental technical theater course in the theater arts curriculum. There is a lecture and lab component to this course and students should be prepared to work hard as both scholars and crew members. During lab time student will learn how to correctly use tools and saws, develop a theatrical flat, paint sets using various techniques, recognize the basic parts of a lighting instrument, rig lighting, gel lighting, design a set and create a set model. Students will be introduced to the basics of set, light, and sound design while learning about the history of technical theater and how spectacle can be used most effectively. Students in play production will use their skills to develop the set, lights, and sound for the theatrical production that term. In conjunction with students in the theater workshop courses Play Production students will lead the development of spectacle for the play. PREREQUISITE(S): THR101, THR102, and THR105

THR305 Theater Workshop (3)

Theater Workshop III is the third of three courses under the theater workshop designation. This course is an advanced course and is meant for students who have taken Theater Workshop I and II. Students can assume roles in the leadership in the production including working as the Set designer, Costume designer, Stage Manager, Publicity Director, Lighting Designer, Make Up designer and upper level acting student. Students will be expected to lead by example for the students working with them making up their crews and apprentice groups. Students in Theater Workshop III must be prepared to take on leadership roles that give them the opportunity to experience the level of work and commitment needed to perform such duties in the real world of the professional theater. Students in this course must also have a focus in terms of their area of study within the course and it must correlate with something they have worked with in the past in the other theater workshop courses. PREREQUISITE(S): THR205 or permission of the instructor.

THR310 Theater History II (1750 – Present) (3)

This course is a history of theater course and will focus on the time periods of 1750 through to the present time. Students will read plays from each era of theater history studied and will research the life and work of each playwright read. There is a string lecture component to this course coupled with a written assignment for each play assigned. There will be an exam for each section of the course material divided by period and will culminate with a major research based project at the end of the course. PREREQUISITE(S): ENG102

THR312 Dramaturgy (1-3)

This course is based on theatrical research of dramaturgy. If a student has an interest in theatrical research and would like to serve as the dramaturg for a production on campus they will be instructed to take this course in theatrical research. Students will learn the basic approach to theatrical research and why it is integral to ensure a scholarly theater production. The course will focus on the development of the dramaturg's writing skills and formation of a dramaturgical notebook. PREREQUISITE(S): Junior or senior status and permission of the instructor.

THR313 Stage Management (1)

This directed study course is based on the development of Stage Management skills. If a student has interest in working as a stage manager they will be instructed to take this one credit course. Students will learn to develop a stage managers box of tools as well as a stage managers prompt book including any and all information about the production being worked on. Students will learn to develop necessary

forms for auditions, actor biography, and production meeting minutes as well as rehearsal report notices. Sections focusing on how to work with challenging actors and crew members will be offered as well as how to work with directors and designers of varied style. **PREREQUISITE(S):** Junior or senior status and permission of the instructor.

THR314 Theater and Society (3)

This course is a theory based course and will focus on the relationship theater shares with the society. As theater reflects the world we live in, we must as theater artists take an interest in our communities. We will study the work of Augusto Boal, The Living Theater, The GLBT, Women's and Black Theater Movements. Students will be assigned readings and will research a theater and society movement. There will be a major final research project assigned that will be presented to the class. The course will culminate with the class volunteering at a local school and will offer ensemble and community building workshops to students. There is an attempt made to bring in a guest theater artists to engage students in discussion of their work as a socially conscious theater artist. **PREREQUISITE(S):** ENG102 and THR101

THR399 Directing (3)

This course is focused on the fundamentals of directing for the theater. This culminating experience should be taken during a student's senior year. The basic fundamentals of directing will be covered including staging, styles of directing, history of directing, text analysis, scene study, directing theory, working with actors and development of a prompt book. Students will choose one scene to direct for the mid-term exam and a one act play that they must direct as part of a one act play festival that will culminate at the end of each semester in which this course is offered for a final exam. Students will be given examples of each major fundamental and will be given multiple writing and reading assignments. There will also be a series of workshops during class time that will engage students in physical development of stage pictures and will allow them time to rehearse their approach to actors in the formal rehearsal process. Student actors can be used from the Fundamentals of Acting and Styles of Acting courses. **PREREQUISITE(S):** THR202, THR203, THR205, and senior standing.

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Cesarina Thompson, PhD, RN, ANEF
Dean of Health Sciences

PROGRAM DIRECTORS

Accounting and Taxation (MSAT)

Thomas Barron, MBA

College Box 2A

(413) 205-3305

Business Administration (MBA)

Thomas Barron, MBA

College Box 2A

(413) 205-3305

Clinical Psychology (MA)

John J. DeFrancesco, PhD

College Box 37

(413) 205-3343

Early Childhood/Elementary Education (MEd)

Barbara Dautrich, EdD

College Box 16L

(413) 205-3407

School Leadership (MEd)

Joseph Ruscio, MEd

College Box 16L

(413) 205-3338

Low Residency Programs (EdD,MA, MFA)

Nicholas D. Young, PhD, EdD

College Box 16L

(413) 205-3328

Educational Psychology (EdD)

John J. DeFrancesco, PhD

College Box 37

(413) 205-3343

Forensic Psychology (MS)

John J. DeFrancesco, PhD

College Box 37

413-205-3343

Middle/Secondary Education (MEd)

Esta Sobey, MA, MPhil

College Box 16L

(413) 205-3453

Moderate Disabilities (MEd)

Patrice Dardenne, EdD

College Box 16L

(413) 205-3105

Nursing (MSN)

Karen Rousseau, MSN

College Box 12L

(413) 205-3918

Occupational Therapy (MSOT)

Cathy A. Dow-Royer, EdD

College Box OT

(413) 205-3321

Physical Therapy (DPT)

Gail Stern, PhD

College Box PT

(413) 205-3549

Public Administration (MPA)

Thomas Barron, MBA

College Box 2A

(413) 205-3305

Reading (MEd)

Lorraine Lentini, EdD

College Box 16L

(413) 205-3302

School Adjustment Counselor (MA)

School Guidance Counselor (MA)

Karen Noone-Yvon, EdD

College Box 16L

(413) 205-3302

DIRECTORY OF COLLEGE OFFICES AND SERVICES

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Nurse Practitioner/ Health Services

FACULTY

Ayesha Ali (1991)

Associate Professor of Nursing

BSN, Nursing, University of Massachusetts, 1982

MSN, Nursing, University of Massachusetts, 1992

Sandra Alvarez (2012)

Assistant Professor of Sociology

BS, Northeastern University, 1988

MA, Sociology, 1994

PhD, Sociology, Kansas State University, 2001

Debra D Anderson (1979)

Assistant Dean of Business, Arts, and Sciences; Professor of Human Resource Development

BA, Psychology/Communications Arts, Grove City College, 1977

MA, Human Relations and Community Affairs, American International College, 1978

EdD, Higher Education, University of Massachusetts, 1997

Thomas Barron (2011)

Director of Graduate Business

ASBA, Business Administration, Holyoke Community College, 1977

BSBA, Accounting, Western New England College, 1979

MBA, Finance, American International College, 1982

MSOD, Organizational Development, American International College, 2004

Sarita Belmont (2007)

Associate Professor of Education

BA, Educational Psychology, University of Connecticut, 1974

MEd, Educational Technology, University of Massachusetts, 1983

EdD, Curriculum Development, University of Massachusetts, 1991

Robert P Benard (1996)

Associate Professor of Biology

BS, Biology, Westfield State College, 1993

MS, Biology, University of Massachusetts, 1995

Michael A Bock (2002)

Associate Professor of Psychology

BS, Psychology, University of Bridgeport, 1977

MS, Psychology, Central Conn. State University, 1990

PhD, Educational Psychology, University of Connecticut, 2001

Frank Borrelli (2012)

Theater Director

BA, Fine and Performing Arts, Massachusetts College of Liberal Arts, 2005

MFA, Theatre, Rhode Island College, 2008

Charles Boyd (2006)

Associate Professor of Biology

BA, Biochemistry and Molecular Biology, University California, 1990

PhD, Biochemistry and Molecular Biology, University California, 2000

Adam P Brunet (2008)

Assistant Professor of Chemistry

BS, Biochemistry, American International College, 1988

BS, Biology, American International College, 1989

MBA, Isenberg School of Management, University of Massachusetts, 2003

PhD, Biophysical Chemistry, Princeton University, 1996

Catherine Callaghan (2008)

Instructor of Chemistry

BS, Chemistry, University of Hartford, 1984

MEd, Secondary Education, American International College, 1993

Patrick J Carley (1996)

Professor of Physical Therapy

BS, Physical Therapy, University of Buffalo, 1978

MS, Physical Therapy, Northeastern University, 1985

DHA, Doctor of Health Administration, University of Phoenix, 2008

Destinee L Chambers (2012)

Assistant Professor of Psychology

BA, Biology, Lincoln University, 2003

PhD, Neuroscience & Behavior, University of Massachusetts, 2009

Nestor L Chevere (2012)

Assistant Professor of Chemistry

BS, Chemistry, University of Puerto Rico, 1998

MS, Chemistry, University of Puerto Rico, 2001

PhD, Chemistry, University of Massachusetts, 2009

Phyllis Clapis (1996)

Professor of Physical Therapy

BS, Physical Therapy, University of Connecticut, 1983

MS, Orthopedic Physical Therapy, Quinnipiac College, 1994

DHSc, Health Sciences, University of St. Augustine, 2004

Barbara R Dautrich (1988)

Professor of Education

BS, Education, Westfield State College, 1972

MEd, Special Education, American International College, 1982

EdD, Educational Psychology, American International College, 1990

John K Dayton (1993)

Professor and Chair of Physics

BS, Math, Stevens Institute of Technology, 1973

MS, Physics, University of Connecticut, 1982

PhD, Physics, University of Connecticut, 1990

John J DeFrancesco (2001)

Professor of Psychology and Chair of Graduate Psychology

BA, Psychology, University of New Haven, 1976

MS, Psychology, Southern Connecticut State University, 1979

PhD, Psychology, University of Pittsburgh, 1984

Cathy A Dow-Royer (1997)

Associate Professor and Program Director of Occupational Therapy

BS, Occupational Therapy, University of Illinois, 1975

MA, Education/Special Education, University of Illinois, 1979

Edd, Higher Education, University of Massachusetts, 2010

Dina Ditmar (2013)

Learning Lab and Simulation Faculty Coordinator

LPN, University of Hawaii, 1983

AS, Nursing, University of Hawaii, 1988

BSN, Nursing, Elms, 2000

MSN, Nursing, American International College, 2012

Marshall Epstein (1981)

Associate Professor of Marketing

BS, Marketing, University of Hartford, 1974

MBA, Marketing, University of Hartford, 1978

Thomas F Fitzgerald (1991)

Associate Professor of Criminal Justice

BA, Sociology, American International College, 1966

BS, Law Enforcement, Northeastern University, 1970

MA, Education, American International College, 1967

MS, Criminal Justice, University of New Haven, 1974

Ellen Furman (2012)

Assistant Professor of Nursing

BSN, Nursing, University of Massachusetts Amherst, 2003

MSN, Nursing, University of Massachusetts Amherst, 2006

PhD, Nursing, University of Massachusetts Amherst, 2011

Cynthia A Gaudet (2005)

Assistant Professor of Nursing

BSN, Nursing, University of Massachusetts, 1979

MSN, Nursing, University of Hartford, 2005

Keith G Gauthier (1986)

Associate Professor of Accounting

BS/BA, Accounting, Boston University, 1980

MS, Taxation, University of Hartford, 1984

CPA, Commonwealth of Massachusetts, 1983

Elizabeth A George (2004)

Assistant Professor of Nursing

BS, Nursing, Clark University,

BSN, Nursing, Downstate Medical Center, 1973

MSN, Nursing, Boston University, 1985

Stephanie Griggs (2012)

Assistant Professor Nursing

BSN, Nursing, University of Massachusetts Amherst

MSN, Nursing Education, American International College

Clayton L Hillyer (1993)

Associate Professor of Marketing

BA, English, Wesleyan University, 1979

MBA, Marketing, University of Lowell, 1984

Richard Holzman (2007)

Dean of Graduate Quality Assurance and Faculty Engagement

BA, History, Hofstra University, 1961

MS, Education, Hofstra University, 1966

EdD, School Administration, University of Massachusetts, 1970

Amelia H Janeczek (1994)

Professor and Chair of Biology; Professor, Departments of Physical Therapy and Occupational Therapy

BA, Biology, Clark University, 1978

PhD, Anatomy/Biology, University of Illinois, 1992

Michael L Jiles (2004)

Assistant Professor of Economics

BA, Business Administration, American International College, 1982

MBA, Business Administration, American International College, 2004

DD, Doctorate of Divinity, Springfield Christian Academy, 1995

Bruce D Johnson (1995)

Professor of English

BA, English, University of Massachusetts, 1984

MEd, Administration, University of Massachusetts, 1986

PhD, English, University of Massachusetts, 2003

Gary Jones (2010)

Assistant Professor of History

BA, History, University of Kent at Canterbury, 1984

MA, History, Lehigh University, 1989

PhD, History, Lehigh University, 1998

Diana M Kenney (2001)

Associate Professor and Academic Coordinator of Clinical Education for Physical Therapy

BS, Physical Therapy, University of Connecticut, 1973

MS, CAGS, Rehabilitative Counseling, Springfield College, 1996

Robert Khoury (2009)

Associate Professor of Management

BA, Corporate/Managerial Communications, Southern Connecticut State University, 1983

MBA, International Business, Southern New Hampshire University, 1990

PhD, Law and Policy, Northeastern University, 2009

Tracie Klekotka (2012)

Assistant Professor and Coordinator of Clinical Education for Physical Therapy

BS, Physical Therapy, Northeastern University, 1993

Master of Public Health Practice, University of Massachusetts, 2006

Michelle Kunsman (2010)

Assistant Professor of Physical Therapy

BS, Physical Therapy, Springfield College, 1987

MS, Physical Therapy, Springfield College, 1993

DPT, Physical Therapy, Simmons College, 2006

David C Kuzmeski (1980)

Associate Professor and Chair of Criminal Justice and Chief of Security

BA, History, University of Massachusetts, 1974

MS, Criminal Justice Studies, American International College, 1978

JD, Law, Western New England College, 1987

Keff T Lagoditz (1982)

Associate Professor of Business Administration

BS/BA, Business, Western New England College, 1971

MBA, Business, Western New England College, 1982

Marty Langford (2012)

Coordinator of Technology

BS, Broadcasting and Film, Boston University, 1995

Gary L Lefort (1997)

Associate Professor of International Business

BA, Business Administration, University of Massachusetts, 1968

MBA, Business Administration, Boston University, 1977

Lorraine K Lentini (2009)

Assistant Professor of Education and Director of Reading Program

BSEd, Education, Boston State College, 1971

MSEd, Education, Salem State College, 1975

Cynthia L Littlefield (1995)

Associate Professor of Human Resource Development

BS, Psychology, University of Massachusetts, 1973

MA, Human Technology, American International College, 1982

CAGS, Human Resource Development, American International College, 1986

Mary Ellen Lowney (2007)

Assistant Professor of Communications

BA, Journalism, University of Massachusetts, 1977

MS, Communications/Information Management, Bay Path College, 2006

David Luzgin (2007)

Coordinator of Biology Laboratories

BS, Biochemistry, American International College, 2002

MEd, Middle School Education, American International College, 2010

Margaret R MacKinnon (1998)

Associate Professor of Nursing

BSN, Nursing, St. Francis Xavier University, 1969

MEd, Teacher Education, Springfield College, 1986

Michael J Manley (2003)

Assistant Professor of Accounting

BS/BA, Accounting, American International College, 1984

MBA, Business Administration, American International College, 1993

MS, Criminal Justice, American International College, 1995

CPA, Commonwealth of Massachusetts, 1997

Thomas Maulucci (2006)

Associate Professor and Chair of History; Chair of the International Studies Program

BA, International Relations, Economics, German, Canisius College, 1988

MA, History, Yale University, 1991

PhD, History, Yale University, 1998

Susan Mercik-Davis (2000)

Associate Professor of Physical Therapy

BS, Physical Therapy, Boston University, 1991

MS, Orthopedic Physical Therapy, MGH Institute of Health Professions, 1998

DPT, Physical Therapy, MGH Institute of Health Professions, 2007

Christine N Michael (2008)

Assistant Professor of Education

AB, Brown University, 1973

MAT, Brown University, 1974

MEd, Rhode Island College, 1976

PhD, Education, University of Connecticut, 1981

Heidi O'Connor (2008)

Assistant Professor of Psychology

BA, Psychology, University of Massachusetts, 1986

MA, Human Resource Development, American International College, 1988

MA, Clinical Psychology, Connecticut College, 1992

PhD, Clinical Psychology, Ohio University, 2000

Moira L O'Shea (2004)

Associate Professor of Nursing

BSN, Nursing, Salve Regina College, 1980

MSN, Nursing, Anna Maria College, 1987

Lori Paige (2009)

Assistant Professor of English

BA, Smith College, 1987

MA, University of Massachusetts, 1988

PhD, English Literature, University of Massachusetts, 1994

Jill McCarthy Payne (1992)

Professor of Criminal Justice

BS, Leisure Studies and Services, University of Massachusetts, 1976

MEd, Recreation and Leisure Studies, Springfield College, 1979

JD, Law, Western New England College, 1986

Donna M Polverini (1998)

Associate Professor of Nursing

BSN, Nursing, St. Anselm's College, 1973

MSN, Nursing, University of Massachusetts, 1996

Patricia Quagliaroli (2011)

Assistant Professor of Physical Therapy

BS, Medical Rehabilitation, Springfield College, 1993

MPT, American International College, 1999

Joseph T Ramondetta (2004)

Assistant Professor of English

BA, English, University of Massachusetts, 1973

PhD, English, University of Massachusetts, 1987

John W Rogers (1999)

Professor of Economics

BA, History and Economics, Harvard College, 1966

PhD, Economics, The Johns Hopkins University, 1971

Karen S Rousseau (1989)

Director and Associate Professor of Nursing

BSN, Nursing, Our Lady of the Elms College, 1983

MSN, Nursing, University of Massachusetts, 1990

Joseph Ruscio (2007)

Associate Director of Practicum Experiences and Director of School Leadership

BS, Elementary Education, American International College, 1969

MEd, American International College, 1975

James A Sansalone (1982)

Associate Professor of Mathematics

BA, Mathematics, Western New England College, 1979

MAT, Mathematics, American International College, 1981

Gregory T Schmutte (1979)

Vice President for Institutional Effectiveness; Professor of Psychology

BA, Psychology, University of Cincinnati, 1975

MA, Psychology, Kent State University, 1977

PhD, Psychology, Kent State University, 1979

Jamina M Scippio-McFadden (2012)

Assistant Professor of Communications

BA, Mass Communication, Bethune-Cookman College, 1995

MA, Mass Communication, University of Florida, 1997

Sandra A Sego (2001)

Professor and Chair of Undergraduate Psychology

BS, Psychology, Eastern Kentucky University, 1990

MS, Experimental Psychology, University of Kentucky, 1993

PhD, Experimental Psychology, University of Kentucky, 1997

Ruth F Sher-Nirenstein (1996)

Instructor of Physics

BS, Pre-Med, University of Massachusetts, 1957

Rekha Singh (2011)

Assistant Professor of Biology

MBBS, Medicine and Surgery, University of Rajasthan, 1987

MS, Pathology, University of Manitoba, 1996

PhD, Microbiology and Immunology, University of Ottawa, 2003

Esta Sobey (2000)

Associate Dean of Education; Associate Professor of Education; Director of Middle/Secondary Education

BA, History/Secondary Education, SUNY at Stony Brook, 1972

MA, History, Columbia University, 1973

MPhil, History, Columbia University, 1975

Antoinette Spinelli-Nannen (1989)

Professor of Psychology

BA, Political Science, American International College, 1972

MEd, Education Guidance and Counseling, Westfield State College, 1974

MS, Clinical Skills, American International College, 1977

EdD, Educational Psychology, American International College, 1987

Gail Stern (2004)

Director and Professor of Physical Therapy

BA, English, SUNY at Stony Brook, 1972

MPT, Physical Therapy, University of Southern California, 1987

PhD, Computing Technology and Education, Nova Southeastern University, 2009

Judith D Stinson (1998)

Assistant Professor and Fieldwork Coordinator of Occupational Therapy

BS, Occupational Therapy, Boston University, 1975

MS, Occupational Therapy, Boston University, 1979

Anne E Stuart (2002)

Professor of Psychology

BA, Psychology, University Hartford, 1995

MA, Psychology, SUNY at Albany, 2001

PhD, Psychology, SUNY at Albany, 2002

Allison Sullivan (2011)

Assistant Professor of Occupational Therapy

BA, Fine Arts, Amherst College, 1988

MS, Occupational Therapy, Springfield College, 1993

CAGS, Healthcare Administration, Springfield College, 1993

Susanne T Swanker (1995)

Interim Dean of the School of Business, Arts, and Sciences; Professor and Chair of Chemistry

BS, Chemistry, Siena College, 1988

MS, Analytic Chemistry, University of Massachusetts, 1991

PhD, Analytic Chemistry, University of Massachusetts, 1997

Carolyn Szafranski (2011)

Assistant Professor of Nursing

BSN, Nursing, University of Massachusetts, 1973

MSN, Nursing, University of Hartford, 2008

Robin R Varnum (2004)

Associate Professor and Chair of English

AB, English, William Jewell College, 1971

MA, English, University of Washington, 1977

PhD, English, University of Massachusetts, 1992

Julie A Walsh (2004)

Associate Professor of Political Science

BS, Business Administration, Stonehill College, 1985

MA, Political Science, University of Connecticut, 1990

PhD, Political Science, University of Connecticut, 1995

Mei-Lin Yeh-Lane (2012)

Assistant Professor of Sports and Recreation Management

Bachelor of Management, Sports Management, National Taiwan Sport University, 2000

MS, Sports Management, National Taiwan Sport University, 2002

PhD, Teaching and Administration in Physical Education, Springfield College, 2011

Nicholas D Young (2008)

Dean, Low Residency Programs

BS, Austin Peay State University, 1989

MBA, Business Administration, Western New England College, 2000

EdD, Educational Psychology, American International College, 1993

PhD, Educational Administration, Union Institute and University, 2004

Susan B Young (2009)

Assistant Professor of Biology

BM, Music Education, Oberlin Conservatory of Music, 1968

MM, Violoncello, University of Hartford, 1974

MA, Biology, Mount Holyoke College, 1995

PhD, Biomedical Sciences, University of Connecticut, 2004

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Hampden District Attorney

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Superintendent of Schools, Springfield Public Schools, Springfield, MA

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Lewis E. Randall, PhD
Retired Director of Howell Cheney Regional Vocational Technical School

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