

2016–2017

**UNDERGRADUATE
AND GRADUATE
COURSE CATALOG**

AMERICAN INTERNATIONAL COLLEGE

**1000 STATE STREET
SPRINGFIELD, MASSACHUSETTS 01109**

WWW.AIC.EDU
1-800-242-3142

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 undergraduate 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, forensic psychology, general psychology, leadership, nursing, occupational therapy, education, educational leadership and supervision, educational psychology, individual and institutional development, teaching and learning, physical therapy, professional counseling and supervision and psychology.

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 30 states and 20 countries and over 2500 graduate students.

Wireless internet access is available throughout the campus.

NOTICE TO 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 already 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 of these.

THE PRESIDENT'S MESSAGE

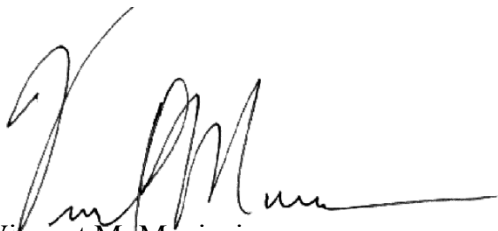
It is with great pleasure that I invite you to explore this catalog and investigate for yourself the full breadth and depth of the degree programs here at American International College (AIC). The AIC curriculum is built on a foundation of courses that liberate thinking and foster learning and our professional 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, enabling 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 would be 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 happy to welcome you back.

With warm personal regards and best wishes,



Vincent M. Maniaci

President

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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; 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 incorporates coursework as well as practica or internships designed to cultivate depth of understanding in a particular discipline. Thus, our students achieve the competencies necessary both for admission to and successful performance in graduate and professional schools, or immediate entry into a career or professional field of their choice.

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

A BRIEF HISTORY

American International College was founded on July 18, 1885 by the Reverend Mr. Calvin E. Amaron, who persuaded other enlightened clergy to assist in the establishment of a college that would provide the youth of his own French Canadian ethnic group with access to higher education. The founders understood that a college education was an effective means of gaining economic and social success in American society. They wanted to provide access to 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 was not 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 comprised 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 property on the immediate periphery of the main campus. The James J. Shea, Sr. Memorial Library was completed in 1980 and The Karen Sprague Cultural Arts Center and the Esther B. Griswold Theatre for the Performing Arts followed in 1984. An addition to the existing Schwartz Campus Center was opened in September 1992. The Sokolowski Tower portion of the building, which houses the clock tower and carillons, was formally dedicated on April 22, 1994 and named in honor of Joseph and Anna Sokolowski by their daughter Sylvia Falconer Lissa '29. The addition of the Harry J. and Annette R. 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 a 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 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 approximately 1,500 undergraduate students from 30 states and 20 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.

COLLEGE FINANCES

A copy of the College's most recent audited financial statement is available upon request from the Office of the Vice President for Finance. Copies of previous tax returns (Form 990) are posted on www.guidestar.com.

THE CAMPUS

LOCATION

The American International College campus is located in the geographic center of the City of Springfield, Massachusetts.

Springfield is a 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 468,000 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 (Hartford/Springfield) 30 minutes to the south, Logan International Airport (Boston) 90 miles to the east and John F. Kennedy International Airport (NYC) 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 Naismith Memorial 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 Hall, 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 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 Richard F. Bedard 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, 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 54,000 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 362 current print and electronic periodicals in general and special subject areas. In addition, the library puts a strong emphasis on acquiring e-books with a current total of approximately 133,000.

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 center for student engagement and leadership development, campus recreation and diversity and community engagement are located on the lower level. Service and programming space found in the Campus Center includes the Kevin Saremi and Deborah Krewski Saremi Center for Career Development, 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 Wi-Fi 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 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)

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.

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.

American International College has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA. The business programs in the following degrees are accredited by the IACBE: Master of Business Administration; Master of Science in Accounting and Taxation;
Bachelor of Science in Business Administration with majors in accounting, economics/finance, general business, healthcare management, international business, management, marketing, sports and recreation management.

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.

ACADEMIC CALENDARS

Traditional		
FALL	2016-17	2017-2018
New Student Check-in/Move-in	27-Aug	26-Aug
Returning Student Move-in	28-Aug	27-Aug
Classes Begin	29-Aug	28-Aug
Labor Day (No Classes)	5-Sep	4-Sep
Last Day Drop/Add (Advisor)	6-Sep	5-Sep
Last Day Drop/Add (Advisor and Instructor)	9-Sep	8-Sep
Fall Break Begins, No Classes (Res Halls Open)	10-Oct	9-Oct
Classes Resume	12-Oct	11-Oct
Mid Term Grades Due	21-Oct	20-Oct
Last Day to Declare P/F Option	21-Oct	20-Oct
Last Day to Withdraw	28-Oct	27-Oct
Intersession and Spring Registration Begins	31-Oct	30-Oct
Residence Halls Close	22-Nov	21-Nov
Thanksgiving Break Begins (Residence Halls Close)	23-Nov	22-Nov
Residence Halls Open	27-Nov	26-Nov
Classes Resume	28-Nov	27-Nov
Last Day of Classes	12-Dec	11-Dec
Reading Day	13-Dec	12-Dec
Final Exams Begin	14-Dec	13-Dec
Last Day of Final Exams	19-Dec	18-Dec
Residence Halls Close	20-Dec	19-Dec
Final Grades Due	21-Dec	20-Dec
Fall Diploma Date	31-Dec	31-Dec
INTERSESSION		
Classes Begin	2-Jan	2-Jan
Last Day to Register	2-Jan	2-Jan
Last Day to Withdraw From Classes	9-Jan	5-Jan
Last Day to Declare P/F Option	9-Jan	5-Jan
Last Day of Classes/Exams	13-Jan	12-Jan
Grades Due	17-Jan	14-Jan
SPRING	2016-2017	2017-2018
Residence Halls Open	15-Jan	14-Jan

Martin Luther King, Jr. Day, Classes Begin for 3:50 and 6:30 classes ONLY	16-Jan	15-Jan
Classes Begin for All Other Courses	17-Jan	16-Jan
Last Day Drop/Add (Advisor)	24-Jan	23-Jan
Last Day Drop/Add (Advisor and Instructor)	27-Jan	26-Jan
Presidents' Day (College Closed)	20-Feb	19-Feb
Residence Halls Close	10-Mar	9-Mar
Spring Break Begins, No Classes	3/13-3/17	3/12-3/16
Residence Halls Open	20-Mar	19-Mar
Mid Term Grades Due	21-Mar	20-Mar
Last Day to Declare P/F Option	21-Mar	20-Mar
Last Day to Withdraw	24-Mar	23-Mar
Summer Registration Begins	27-Mar	26-Mar
Fall Registration Begins	27-Mar	26-Mar
Last Day of Classes	2-May	1-May
Reading Day	3-May	2-May
Final Exams Begin	4-May	3-May
Last Day of Final Exams	9-May	8-May
Residence Halls Close to Non-Graduating Students	9-May	8-May
Final Grades Due	12-May	10-May
Graduation	13-May	12-May
Residence Halls Close to Graduating Students	14-May	13-May

SUMMER (6 Week Sessions)		
Classes Begin (Summer I and All Others)	15-May	14-May
Last Day Drop/Add (Advisor)	19-May	18-May
Last Day Drop/Add (Advisor and Instructor)	22-May	21-May
Memorial Day Holiday, No Classes	29-May	28-May
Last Day to Declare P/F Option (Summer I)	16-Jun	1-Jun
Last Day to Withdraw Summer I	16-Jun	15-Jun
Classes End Summer I	23-Jun	22-Jun
Classes Begin Summer II	26-Jun	25-Jun
Grades Due Summer I	27-Jun	24-Jun
Last Day Drop/Add Summer II (Advisor)	30-Jun	29-Jun
Holiday Break, No Classes	4-Jul	4-Jul
Last Day Drop/Add Summer II (Advisor and Instructor)	5-Jul	3-Jul
Last Day to Declare P/F Option (Summer II)	21-Jul	13-Jul
Last Day to Withdraw Summer II	21-Jul	20-Jul
Classes End Summer II	4-Aug	3-Aug
Grades Due Summer II	8-Aug	5-Aug
August Diploma Date	31-Aug	31-Aug

School of Education (SOE)		
FALL	2016-17	2017-2018
Classes Begin	30-Aug	29-Aug
Labor Day	5-Sep	4-Sep
Last Day Drop/Add (Advisor)	6-Sep	5-Sep
Mod 1 Last Day to Withdraw	6-Oct	5-Oct
Fall Break Begins, No Classes (Res Halls Open)	10-Oct	9-Oct
Classes Resume	11-Oct	10-Oct
Spring Practicum Application Due	15-Oct	15-Oct
Mod 1 Classes End	21-Oct	19-Oct
Mod 1 Grades Due	23-Oct	21-Oct
Mod 2 Begins	25-Oct	24-Oct
Mod 2 Last Day Drop/Add (Advisor)	31-Oct	30-Oct
Intersession and Spring Registration Begins	31-Oct	30-Oct
Thanksgiving Break Begins (Residence Halls Close)	23-Nov	22-Nov
Mod 2 Last Day to Withdraw	28-Nov	27-Nov
Classes Resume	29-Nov	28-Nov
Last Day of Semester (2 make up days from Thanksgiving Break)	22-Dec	21-Dec
Mod 2 Grades Due	24-Dec	23-Dec
Fall Diploma Date	31-Dec	31-Dec

SPRING		
Classes Begin	3-Jan	2-Jan
Last Day Drop/Add (Advisor)	9-Jan	9-Jan
Mod 3 Last Day to Withdraw	3-Feb	2-Feb
Winter Break, No Classes	2/20-2/24	2/19-2/23
Mod 3 Classes End	3-Mar	1-Mar
Mod 3 Grades Due	5-Mar	3-Mar
Mod 4 Begins	7-Mar	6-Mar
Mod 4 Last Day Drop/Add (Advisor)	13-Mar	12-Mar
Summer Registration Begins	27-Mar	26-Mar
Fall Registration Begins	27-Mar	26-Mar
Spring Break, No Classes	4/17-4/21	4/16/-4/20
Mod 4 Last Day to Withdraw	7-Apr	6-Apr
Mod 4 Classes Ends	5-May	3-May
Mod 4 Grades Due	7-May	5-May
Graduation	13-May	12-May

SUMMER	2016-2017	2017-2018
Classes Begin Mod 5	9-May	8-May
Last Day Drop/Add (Advisor)	15-May	14-May
Memorial Day Holiday, No Classes	29-May	28-May
Fall Practicum Application Due	15-Jun	15-Jun
Classes End Mod 5	29-Jun	28-Jun
Grades Due Mod 5	1-Jul	30-Jun
Holiday Break, No Classes	4-Jul	4-Jul
August Diploma Date	31-Aug	31-Aug

7 Week RN to BSN – MSN, MBA		
FALL	2016-17	2017-2018
Mod 1 Classes Begin	29-Aug	28-Aug
Labor Day	5-Sep	4-Sep
Mod 1 Last Day Drop/Add (Advisor)	6-Sep	5-Sep
Mod 1 Last Day Drop/Add (Advisor and Instructor)	9-Sep	8-Sep
Mod 1 Last Day to Withdraw	30-Sep	29-Sep
Fall Break Begins, No Classes (Residence Halls Open)	10-Oct	9-Oct
Classes Resume	12-Oct	11-Oct
Mod 1 Classes End	14-Oct	13-Oct
Mod 1 Grades Due	17-Oct	15-Oct
Mod 2 Begins	17-Oct	16-Oct
Mod 2 Last Day Drop/Add (Advisor)	21-Oct	20-Oct
Mod 2 Last Day Drop/Add (Advisor and Instructor)	25-Oct	24-Oct
Intersession and Spring Registration Begins	31-Oct	30-Oct
Mod 2 Last Day to Withdraw	21-Nov	20-Nov
Thanksgiving Break Begins (Residence Halls Close)	23-Nov	22-Nov
Classes Resume	28-Nov	27-Nov
Last Day of Semester	9-Dec	8-Dec
Mod 2 Grades Due	13-Dec	10-Dec
Fall Diploma Date	31-Dec	31-Dec
SPRING		
Martin Luther King, Jr. Day, Classes Begin for 3:50 and 6:30 classes ONLY	16-Jan	15-Jan
Classes Begin for All Other Courses	17-Jan	16-Jan
Last Day Drop/Add (Advisor)	24-Jan	23-Jan
Last Day Drop/Add (Advisor and Instructor)	27-Jan	26-Jan
Mod 3 Last Day to Withdraw	17-Feb	16-Feb
Mod 3 Classes End	10-Mar	2-Mar
Mod 3 Grades Due	13-Mar	4-Mar
Spring Break Begins, No Classes	3/13-3/17	3/12-3/16
Mod 4 Begins	20-Mar	19-Mar
Mod 4 Last Day Drop/Add (Advisor)	24-Mar	23-Mar
Mod 4 Last Day Drop/Add (Advisor and Instructor)	28-Mar	27-Mar
Summer Registration Begins	27-Mar	26-Mar
Fall Registration Begins	27-Mar	26-Mar
Mod 4 Last Day to Withdraw	21-Apr	18-Apr
Last Day of Semester	12-May	4-May
Mod 4 Grades Due	15-May	6-May

Graduation	13-May	12-May
SUMMER (7 Week Sessions)		
Classes Begin (Summer I and All Others)	15-May	14-May
Last Day Drop/Add (Advisor)	19-May	18-May
Last Day Drop/Add (Advisor and Instructor)	22-May	21-May
Memorial Day Holiday, No Classes	29-May	28-May
Last Day to Withdraw Summer I	16-Jun	15-Jun
Classes End Summer I	30-Jun	29-Jun
Grades Due Summer I	5-Jul	1-Jul
Classes Begin Summer II	3-Jul	2-Jul
Holiday Break, No Classes	4-Jul	4-Jul
Last Day Drop/Add Summer II (Advisor)	7-Jul	6-Jul
Last Day Drop/Add Summer II (Advisor and Instructor)	12-Jul	11-Jul
Last Day to Withdraw Summer II	4-Aug	3-Aug
Classes End Summer II	18-Aug	17-Aug
Grades Due Summer II	22-Aug	19-Aug
August Diploma Date	31-Aug	31-Aug

Trimester		
FALL	2016-17	2017-2018
Classes Begin Fall Trimester	6-Sep	5-Sep
Last Day to Add/Drop	13-Sep	12-Sep
Last Day to Withdraw	23-Nov	22-Nov
Spring Registration	11/18/16-11/20/16	11/17/17-11/19/17
Last Day of Fall Trimester	19-Dec	18-Dec
Final Grades Due	21-Dec	20-Dec
Fall Diploma Date	31-Dec	31-Dec
SPRING		
Classes Begin Spring Trimester	16-Jan	15-Jan
Last Day to Add/Drop	23-Jan	22-Jan
Summer Registration	2/17/17-2/19/17	2/16/18-2/18/18
Last Day to Withdraw	4-Apr	3-Apr
Last Day of Spring Trimester	30-Apr	30-Apr
Final Grades Due	2-May	2-May
Graduation	13-May	12-May
SUMMER		
Fall Registration	5/12/17-5/14/17	5/11/18-5/13/18
Classes Begin Summer Trimester	15-May	14-May
Last Day to Add/Drop	22-May	21-May
Last Day to Withdraw	4-Aug	3-Aug
Last Day of Summer Trimester	31-Aug	24-Aug
Grades Due Summer	2-Sep	26-Aug
August Diploma Date	31-Aug	31-Aug

ACADEMIC SUPPORT SERVICES

FUTURES EDUCATION 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 partners with existing programs to build a supportive and caring environment that fosters learning, success, responsibility, and commitment. Services are free to all AIC students.

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 a first year experience course, academic advising, advocacy, career development and financial aid counseling, mentoring, and cultural activities.

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 coursework 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, sophomores, and newly admitted transfers 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 majors and related careers. As rising juniors, students transition to faculty advisors who continue to support their academic journeys, help identify appropriate internship/practicum experiences, and assist with the exploration of career and graduate school opportunities after graduation.

COLLEGIATE DISABILITY SERVICES

The mission of Collegiate Disability Services is to create an accessible, inclusive, sustainable learning environment where disabilities are recognized as an aspect of diversity that is integral to the campus community and to society.

Collegiate Disability Services collaborates with all members of the institution's diverse community to ensure that all aspects of campus life - learning, working and living - are

universally accessible. The department provides resources, training and direct services to ensure people with disabilities may have a greater opportunity to achieve their goals.

Any student with a disability who wishes to request an accommodation is encouraged to contact the Disability Services Coordinator, located at 1020 State Street, at 413-205-3810.

DEVELOPMENTAL EDUCATION

In order to help students 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 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 or iPad lab, which are designed to provide an interactive learning environment. This program has established a one-credit service-learning program that engages college student-athletes with the mentoring of high school student-athletes.

TUTORING PROGRAM

Using a small group, peer tutoring model, the Tutoring Program works to provide support for students experiencing difficulty within content areas. Highly qualified peer tutors are trained under College Reading and Learning Association's International Tutor Training Program Certification guidelines to assist students not only with course content, but also with study skills and higher-level learning skills. Tutoring is available during both the day and evening to meet the needs of students. The program has developed an English as a Second Language Support course to assist non-native English speaking students in developing and enhancing language proficiency skills necessary for academic success at the college level.

NOONAN WRITING CENTER

The Noonan Writing Center provides support to students who wish to improve their writing skills within the content areas. Certified peer tutors 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.

The following services for students are independent of the Center for Academic Success.

KEVIN SAREMI AND DEBORAH KREWSKI SAREMI CENTER FOR CAREER DEVELOPMENT

The Saremi Center is committed to supporting our students' career goals throughout the odyssey of the undergraduate experience and beyond as alumni further pursuing their advanced professional goals. Our mission is to provide the greater AIC community with outstanding career advisement, career planning, technical support and skill building around resumes, cover letters, job searching and interviewing. From job search assistance and the facilitation of work study positions, internships and graduate assistantships, the emphasis is on incorporating a work-ready focus and professional comportment to distinguish our graduates in the labor market.

SUPPORTIVE LEARNING SERVICES PROGRAM

The College has been a pioneer in ensuring full participation and equal educational opportunity for students with learning disabilities. The Supportive Learning Services (SLS) program has been an integral part of the American International College campus since 1977. Our staff values individual strengths and recognizes that everyone learns differently. SLS is committed to serving the unique needs of each student by providing customized approaches and plans specific to individual learning styles.

This comprehensive, fee-based program provides one-on-one professional tutoring and academic coaching; it supports students in developing strategies for understanding concepts and demonstrating knowledge. In addition, group study sessions facilitated by professional educators and skill-based workshops are also available. SLS tutors work closely with college faculty and staff using a proactive advising model to assist students in developing and practicing self-advocacy skills.

We truly believe students can achieve their dreams if given the right tools. Students interested in learning more about this program should contact the Supportive Learning Services department at 413-205-3426.

HONOR SOCIETIES

Alpha Chi Honor Society

The purpose of the Alpha Chi Honor Society 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 the Alpha Phi Sigma National Criminal Justice Honor Society 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 3.3. Qualified candidates are inducted into the honor society in the spring.

Sigma Theta Tau Nursing Honor Society International

In May 2006, the AIC Honor Society became part of the **Beta Zeta At-Large Chapter** of Sigma Theta Tau Nursing Honor Society International. This at-large chapter includes University of Massachusetts Amherst and Elm’s College. Induction into the honor society is by invitation only. Candidates for membership must have completed at least one-half of the required nursing component of the baccalaureate curriculum, have a GPA of at least 3.0 on a four point scale, and rank in the top 35% of the nursing class. An annual induction ceremony is held for both junior and senior candidates each May. Students may seek information about Beta Zeta at Large through the AIC counselor.

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 the Psi Chi National Honor Society 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; and
- Discuss and study the changes in business particularly in marketing

Membership is open to all students majoring in a business field, 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 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 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.

Student Occupational Therapy Associations (S.O.T.A)

The Student Occupational Therapy Associations (S.O.T.A.) 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 American Occupational Therapy Association (AOTA) Annual Conference and encouraging students to attend the MAOT State Conference. S.O.T.A. also recognizes its responsibility to the society through its commitment to sponsoring community events such as The Annual Walk for Breast Cancer and the Blood Drive for the American Red Cross, as well as participating in Habitat for Humanity projects.

Student Nurses Association

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

HONORS PROGRAM

The AIC Honors Program provides outstanding students from all majors 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 HON1104 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 Honor's Programs 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

ENG1601	Advanced First-Year Composition
ENG1602	Advanced First-Year Composition and Literature
ENG (see below)	ENG Honors Literature
HON1104	First Semester Honors Seminar
HON2210	Honors Seminar in the Field of "Cultural Awareness"
HON2220	Honors Seminar in the Field of "Social Awareness"
HON4601	Honors Thesis Preparation
HON4899	Honors Thesis

HON2210 and HON2220 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 ENG1601 and ENG1602. ENG Honors Literature courses currently include ENG3400 (Major American Authors), ENG3450 (Environmental Literature) and ENG3800 (Shakespeare).

HON4601 Honors Thesis Preparation

This course normally is taken in the fall semester of senior year. Undergraduate physical therapy students will take this course in the fall semester of junior year.

HON4899 Honors Thesis

This course normally is taken in the spring semester of senior year. Undergraduate physical therapy 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 HON4601 and HON4899. 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 HON4601 and HON4899 with the senior capstone projects or thesis within their majors.

UNDERGRADUATE DEGREES AT A GLANCE

Subject	Major	Minor	Degree	School	Notes
Accounting	X	X	BSBA	Business, Arts and Sciences	May be completed part-time, evening
American Studies	X		BA	Business, Arts and Sciences	
Biochemistry	X	X	BS	Business, Arts and Sciences	
Biology	X	X	BS	Business, Arts and Sciences	
Chemistry	X	X	BS	Business, Arts and Sciences	
Communication	X	X	BA	Business, Arts and Sciences	
Criminal Justice	X	X	BS	Business, Arts and Sciences	
Economics/Finance	X	X	BSBA	Business, Arts and Sciences	May be completed part-time, evening
Education • Early Childhood • Elementary • Middle/Secondary • Moderate Disabilities		X X X X X		Education	Content major in desired academic area
English	X	X	BA	Business, Arts and Sciences	
Fraud and Financial Crimes		X		Business, Arts and Sciences	
General Business	X	X	BSBA	Business, Arts and Sciences	Minor available for non-business majors only
Healthcare Management	X	X	BSBA	Business, Arts and Sciences	
History	X	X	BA	Business, Arts and Sciences	

Health Science	X		BS	Health Sciences	For PT majors only
Human Biology	X		BS	Business, Arts and Sciences	
Interdisciplinary Science	X		BS	Business, Arts and Sciences	
International Business	X	X	BSBA	Business, Arts and Sciences	
International Studies	X	X	BA	Business, Arts and Sciences	
Liberal Arts	X		AA BA	Business, Arts and Sciences	
Liberal Studies	X		BA	Business, Arts and Sciences	
Management	X	X	BSBA	Business, Arts and Sciences	May be completed part-time, evening
Marketing	X	X	BSBA	Business, Arts and Sciences	May be completed part-time, evening
Mathematics		X		Business, Arts and Sciences	
New Media	X		BS	Business, Arts and Sciences	
Nursing Nursing (RN-BSN)	X		BSN	Health Sciences	See program description
Occupational Science	X		BSOS	Health Sciences	See program description
Photography		X		Business, Arts and Sciences	
Political Science	X	X	BA	Business, Arts and Sciences	
Psychology	X	X	BS	Business, Arts and Sciences	
Public Health	X	X	BS	Health Sciences	
Social Science	X		BA	Business, Arts	

				and Sciences	
Sociology	X	X	BA	Business, Arts and Sciences	
Speech Language Pathologist Assistant		X		Health Sciences	
Sports and Recreation Management	X	X	BSBA	Business, Arts and Sciences	
Theater Arts	X	X	BA	Business, Arts and Sciences	
Visual and Digital Arts	X	X	BA	Business, Arts and Sciences	

GRADUATE PROGRAMS AT A GLANCE

Subject	Degree	School or Division	Notes
Accounting and Taxation	MS	Business, Arts and Sciences	
Business	MBA	Business, Arts and Sciences	
Early Childhood Elementary Education International Education Middle School Education Secondary Education Moderate Disabilities Reading Specialist School Leadership	MEd CAGS	Education	International Education is an MEd program in Egypt
Educational Psychology	MA	Education	Students seeking licensure must complete the CAGS in School Adjustment or School Guidance Counseling
School Adjustment Counseling School Guidance Counseling	CAGS	Education	
Teaching and Learning Educational Leadership & Supervision Psychology Individual & Institutional Development Professional Counseling & Supervision	EdD	Education	Low-Residency
Family Nurse Practitioner Nursing Administration Nursing Education	MSN	Health Science	
Occupational Therapy	MSOT OTD	Health Science	
Physical Therapy	DPT	Health Science	
Clinical Psychology	MA	Business, Arts and Sciences	
Counseling Psychology	MA	Education	Low Residency Program
General Psychology	MA	Business, Arts and Sciences	
Educational Psychology	EdD	Business, Arts and Sciences	

Forensic Psychology	MS	Business, Arts and Sciences	
Resort and Casino Management	MBA	Business, Arts and Sciences	

UNDERGRADUATE ADMISSION

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 year 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 sciences programs should aim to apply by the preferred application deadlines, however applications received after the deadline will be considered on a rolling admissions basis. Students applying for transfer admission for the fall semester are urged to complete their applications by August 1. Students are encouraged to submit their application 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 most admissions 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. Transfer nursing applications are reviewed following the preferred application deadline and on a rolling basis once the deadline has 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 or financial aid and registration may be affected.

The Admissions Office keeps confidential the information furnished on the application form and any other information relating to the applicant, from any source whatsoever. The Director of Undergraduate Admissions may disclose any part or all of such information to other authorized college personnel for official college purposes only.

ADMISSION CRITERIA FOR ALL STUDENTS

The following list outlines how admission criteria may be met:

- High school diploma or high school transcript indicating date of graduation; recognized equivalent of a high school diploma; a General Educational Development Certificate (GED); or a state certificate received by a student after the student has passed a state-authorized examination that the state recognizes as the equivalent of a high school diploma;
- An academic transcript of a student who has successfully completed at least a two-year program that is acceptable for full credit toward a bachelor's degree; or
- For a person who is seeking enrollment in an educational program that leads to at least an associate degree or its equivalent and who has not completed high school, but who excelled academically in high school, documentation that the student excelled academically in high school and has met the formalized, written policies of that postsecondary institution for admitting such students.

How to Apply to American International College

- Applications are available online at www.aic.edu/apply. Paper applications can be obtained by contacting the admissions office.
- File the completed application form and send it to the admissions office with the required application fee of \$25.
- Submit copies of high school transcript(s), diploma, or GED certificate directly to the admissions office.
- Submit official transcripts from all colleges/universities previously attended.
- Optional: Submit one letter of recommendation from a professor, counselor or employer and submit a personal statement.

ADDITIONAL ADMISSION REQUIREMENTS

Some programs have additional admission requirements including nursing, occupational therapy and physical therapy. Please see below for more information.

Nursing

The undergraduate nursing program accepts candidates for freshman admission in September and January. The priority application deadline is December 1st and the preferred application deadline is February 15th for first time freshmen.

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

First time freshmen candidates must satisfy the college's admissions requirements as listed above, 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) including a strong academic record in sciences and math courses. 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 20.

Exceptions to minimum requirements may be made in conjunction with the Dean of the School of Health Sciences. Meeting minimum admissions criteria is not a guarantee of admission.

Nursing Transfer Admission

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). A minimum grade of C+ or better is required in the following prerequisite courses in order for them to be transferred into AIC; courses marked with an asterisk (*) must have been completed within the last 5 years prior to admission:

BIO1200/1201 *	Anatomy & Physiology I w/Lab (4 cr.)
SOC1100	Intro to Sociology
BIO1210/1211 *	Anatomy & Physiology II w/Lab (4 cr.)
PSY1401	Introduction to Psychology
BIO2430/2431 *	Microbiology w/Lab (4 cr.)
PSY2450 *	Developmental Psychology
ENG1201/1601	English Composition I/Advanced First-Year Composition
MAT2004 * or PSY2302	Biostatistics or Statistics
ENG1202/1602	English Composition II/Advanced First-Year Composition and Literature
CHE1210/1211 *	General Chemistry w/Lab (if applicable)

Nursing Additional Requirements/Guidelines:

Evidence of having successfully completed an introductory chemistry course at the high school or college level.

For freshmen transfers (spring semester), students must have evidence of having successfully completed a college level anatomy and physiology or microbiology course.

Number of course withdrawals and/or repeats will be considered in making admission decisions. Candidates who demonstrate evidence of successfully completing full time college coursework (minimum of 12 credits/semester) will be given preference in the admission process.

For sophomore status in the nursing program, all of the above courses, except MAT2004 or PSY2302, PSY2450 and CHE1210/1211 must be completed or in progress at the time of admission. MAT2004 or PSY2302 and PSY2450 may be taken concurrently with sophomore level nursing courses and must be completed prior to progressing to junior year level in nursing program. CHE1210/1211 may be completed over the summer prior to the start of AIC classes.

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. It is recommended that all students who are applying as internal candidates take at least one lab science during their freshmen year. Additional information on the internal transfer process can be obtained through the Office of the Dean of the School of Health Sciences located in Cournotes Hall, Room 102.

REGISTERED NURSE (RN) TO BACHELOR OF SCIENCE IN NURSING (BSN)

AIC's transfer policy for RN to BSN students recognizes the rich academic and professional experience that RNs have achieved and enables applicants to transfer up to 90 credits of coursework toward the 120 credits required for the BSN. To be considered for transfer credit, coursework must have been completed at the time of application. Applicants are to have completed equivalent numbers of credits and competencies within the general educational

categories to acquire the total of 90 credits. The competency areas are detailed below and credit work will be evaluated for achievement on an individualized basis to provide flexibility in transcript evaluation for the applicant. A total of 30 credits of nursing coursework at AIC is required to complete the RN to BSN program in addition to any additional general education credits that may be needed.

General Education completion-total credits required: 45

Scientific Awareness (Anatomy & Physiology I & II, Microbiology)	12
Communication	9
Social Awareness	12
Cultural Awareness	6
Quantitative Reasoning	3
Information Literacy	3
Previous nursing coursework	45

RN to BSN Admissions Requirements:

- Official transcript demonstrating completion of an Associate Degree Nursing Program
- GPA - minimum of 2.5 preferred
- and other applicable coursework
- Active RN license

Occupational Therapy

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 2.8 and a minimum of a 950 SAT combined score on math and critical reading or a 20 ACT combined score. The priority application deadline is December 1st and the preferred application deadline is February 15th for first time freshmen.

Exceptions to minimum requirements may be made in conjunction with the Dean of the School of Health Sciences. Meeting minimum admissions criteria is not a guarantee of admission.

Transfer Admission

Transfer applicants must have a minimum GPA of 2.90. The preferred application deadline is March 15th for transfer students.

The following program requirements must have been completed with a grade of at least B- in order for them to be transferred into AIC; in addition, courses marked with an asterisk (*) must have been completed within the past 5 years of admission date.

ENG1200/ENG1201	English Composition
BIO1200/BIO1201 *	Human Anatomy & Physiology I w/Lab
COM2200	Information and Technology
PHY1200/PHY1210 *	Physics of Human Body or equivalent /Physics

	w/Lab
PSY1401 & PSY1501	General Psychology or General Psychology II
PSY3600 & PSY2450 *	Developmental Psychology & Abnormal Psychology
SOC1100	Introduction to Sociology
MAT2004 or MAT1310	Biostatistics or Statistics in Occupational Therapy

Current AIC students seeking admission to the Occupational Therapy 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. It is recommended that all students who are applying as internal candidates take at least 1 lab science during their freshmen year. Additional information on the internal transfer process can be obtained through the Office of the Dean of the School of Health Sciences located in Courniotes Hall, Room 102.

Physical Therapy

In addition to the college's undergraduate admissions requirements, physical therapy candidates should have a high school GPA of 3.0 and have a combined score of 1050 for the critical reading and mathematics sections of the SAT-1 (generally expected). The priority application deadline is December 1st and the preferred application deadline is February 15th for first time freshmen.

Exceptions to minimum requirements may be made in conjunction with the Dean of the School of Health Sciences. Meeting minimum admissions criteria is not a guarantee of admission.

Transfer Admission

Transfer applicants must have a minimum GPA of 3.0. The preferred application deadline is March 15th for transfer students.

The following core undergraduate PT requirements must have been completed with a grade of at least "B" in each course in order for them to be transferred into AIC; in addition, courses marked with an asterisk (*) must have been completed within the last 5 years from date of admission.

BIO1200/1201 & BIO1210/1211 *	Human Anatomy I and II w/Lab
BIO1400/1401 & BIO1500/1501 *	Biology I and II w/Lab
CHE1600/1601 & CHE1700/1701 *	General Chemistry I and II w/Lab
PHY1600/1601 & PHY1800/1801 *	General Physics I and II w/Lab
MAT2400 *	Calculus I
PTR3201 *	Physical Therapy Orientation
COM2200	Information and Technology
PSY1401 & PSY1501	General Psychology I and II

To progress to the professional phase of the Doctorate of Physical Therapy program, once enrolled in the undergraduate Physical Therapy program at AIC, students must achieve an overall GPA of 3.2 and a GPA of 3.2 in the core physical therapy requirements noted above.

Current AIC students seeking admission to the Physical Therapy 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. It is required that all students who are applying as internal candidates take at least two lab sciences during their freshmen year. Additional information on the internal transfer process can be obtained through the Office of the Dean of the School of Health Sciences located in Cournotes Hall, Room 102.

ADDITIONAL ADMISSION INFORMATION FOR SPECIFIC GROUPS

FIRST-YEAR/FRESHMAN ADMISSION

Applicants with less than 12 credits of college work are considered for first-time admission. Students may apply for entrance in either September or January.

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 and grades earned. 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 are 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

AIC will only admit as a regular student a person who has a high school diploma or equivalent and has passed the age of compulsory school attendance in the state where the school is located. Regular students are enrolled in an eligible degree or certificate program.

HOMESCHOOL

Applicants for admission who have completed a secondary school education in a homeschool setting may be eligible for admission if:

- The homeschool setting is treated as a homeschool or private school under the state law of the applicants home state, and;
- The student and has obtained a homeschool completion credential, or;
- If state law does not require a homeschool student to obtain a homeschool credential, the student has completed a secondary school education in a homeschool setting that qualifies as an exemption from compulsory school attendance requirements under state law.

TRANSFER UNDERGRADUATE 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 transfer credit is desired or not. This includes any courses that the student has withdrawn from.

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 credits 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 “C” grade. Some programs, particularly physical therapy, occupational therapy and nursing, require higher grades 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 enrolled in the RN to BSN program may transfer up to 90 credits. Students transferring from an accredited two-year institution wishing to qualify for the bachelor’s degree (with the exception of the RN to BSN program) will be required 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.

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

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.

REENROLLMENT

Generally speaking, reenrollment at AIC is available to former students who have been away from study at AIC for **less** than 4 consecutive terms (not including summers) and meet one or more of the following criteria:

- Did not return from an approved Leave of Absence at the expected term.
- Did not return from a term under the Excused Withdrawal Policy at the expected term.
- Withdrew from the College while in good academic standing.

Former students who wish to pursue reenrollment should complete the Petition for Reenrollment found on the college's website by the deadlines listed.

If the application is approved, the catalog year for the declared major will be retained from the initial term of admission, unless the student chooses otherwise. Additionally, students will be required to meet with an advisor and outline a plan for academic success for the degree program. Students are also free to change to a new major at this time.

Students who left under poor academic standing need approval from the EVPAA prior to consideration. Poor academic standing is defined as a status of Academic Warning or Academic Probation; furthermore, students are not permitted to elect the Academic Forgiveness option. Students wishing to return after academic dismissal should consult the policy on readmission to AIC.

If courses were taken elsewhere, they may be evaluated at the discretion of the college, according to the current policy on transfer credit.

READMISSION TO AIC

Generally speaking, readmission to AIC is available to former students who have been away from study at AIC for more than 3 consecutive terms (not including summers) and who meet one or more of the following criteria:

- Did not return from an approved Leave of Absence
- Did not return from a term under the Excused Withdrawal Policy
- Withdrew or separated from the College while in good academic standing
- Was not dismissed for disciplinary reasons
- Was dismissed for academic reasons but has attended another institution of higher education and can demonstrate successful academic performance.

Former students who wish to pursue readmission should contact the Admissions Office before either the Fall or Spring admissions deadline.

If the application is approved, the catalog year for the declared major will be set to the term of readmission, potentially initiating new degree requirements. Additionally, students will be required to meet with an advisor and outline a plan for academic success for the degree program. Students are also free to change to a new major at this time and have courses from other colleges/universities evaluated for transfer to the AIC program according to the College's current transfer evaluation policy.

Students who were academically dismissed may apply for readmission after 3 consecutive terms subsequent to the term of dismissal (not including summers). As part of that process students must provide transcripts from a college/university demonstrating successful academic performance. A petition for Academic Forgiveness may also be submitted at the student's request.

Students who have earned a bachelor's degree from AIC and wish to return to AIC for a second bachelor's credential should consult the policy on Second Bachelor's Degrees for more information.

ACADEMIC FORGIVENESS

Undergraduate, baccalaureate degree-seeking students who are readmitted following more than a three term consecutive absence from the College may petition to have their cumulative GPA recalculated from the time of readmission to the College. Students interested in pursuing this option may find the appropriate form with instructions on the college's website. Please note:

Upon successful petition:

- Cumulative GPA will be reset to 0.00.
- All prior courses and grades will remain on the student's academic record and transcript.
- The notation of "Academic Forgiveness" will be recorded on the student's transcript.
- Courses previously earned at AIC with grades of D+, D, D-, F and NC will not be used for credit. Credit will be considered for courses with grades of A, A-, B+, B, B-, C+, C, C-. The department to which a student is returning has final approval of credits that will count toward graduation. Departments may disallow credits toward graduation for some older courses.
- Readmitted students electing the forgiveness option may repeat a course one additional time if they previously exhausted their repeat options for that course under the policy on Repeating a Course.
- Students who elect this option may not be considered for Valedictorian and Salutatorian; however they may earn other honors as appropriate and in accordance with academic standards.
 1. Once enacted, the reset GPA cannot be revised.
 2. Students are afforded one opportunity for Academic Forgiveness.
 3. Students must fill out an Undergraduate Petition for Academic Forgiveness form and file it with the Dean's office for their program. If approved, the Registrar's Office will be notified and the Advising Center will schedule an appointment with the student to review the courses which will be included in the petition as well as any other requirements.

DEFERMENT

In order to defer admission for up to one year, a Deferral of Admission Request form must be submitted to the Office of Admissions. Each request is reviewed on its individual merits and deferments are not automatically granted. The Director of Admissions, in consultation with the admissions counselor, makes the final deferral decision.

To defer, a student must:

- Complete and return the attached Deferral of Admission Request form to the Office of Admissions, indicating which term (s)he would like to defer to. The maximum length of a deferral is one year (typically Fall-Fall, Fall-Spring, or Spring-Fall).
- Pay the required non-refundable \$200 confirming deposit by the relevant deadline and, if not already submitted, an official copy of his/her final high school transcript or General Educational Development (GED) diploma.

If the deferral is granted, it will:

- Be granted for a specific term.
- Except under exceptional circumstances as described below, be conditional upon the student not taking any courses at any other colleges/universities. Should an accepted student take courses elsewhere, the deferral is void and (s)he would need to reapply for admission to AIC. This includes courses that were taken Pass/No Pass, or courses that received a “W”.
- Roll forward any merit scholarship the student has already received. However, all other financial aid is not guaranteed.

Financial Aid:

- Students who defer to the following term must reapply for financial aid by completing the Free Application for Federal Student Aid (FAFSA) as soon as possible after January 1st preceding fall enrollment.
- Students who defer from fall to spring semester normally will receive a proportionate share of their previously granted full-year award.

Information on applying for financial assistance from AIC is available online at http://www.aic.edu/financialaid/how_to_apply.

Deferrals will not be given more than once.

EXCEPTIONAL CIRCUMSTANCES

In rare cases, an accepted student may be presented with an exceptional opportunity to enhance his/her personal portfolio. This could include a volunteer opportunity, athletic opportunity, or academic opportunity that requires a student to enroll in coursework at another institution during his/her deferral. AIC reserves the right to ask for supporting documentation of exceptional circumstances.

To defer under exceptional circumstances, a student must, in addition to the requirements above:

- Explain the special opportunity being presented to the student in the Deferral of Admission Request form.
- Submit official transcripts from any college/university attended during the deferral period at least 30 days prior to the start of class at AIC.

A deferral based on exceptional circumstances will be conditional upon the student maintaining good academic standing and no history of disciplinary action at any college/university (s)he attends during the deferral period.

A deferral granted on the basis of exceptional circumstances will not impact the major the student was accepted into.

Questions about this policy should be directed to the Office of Undergraduate Admissions by telephone (413-205-3201) or email (admissions@aic.edu).

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 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. The most common demonstration of English proficiency is through the Test of English as a Foreign Language (TOEFL), the IELTS, or SAT-1 results.
5. AIC's minimum qualifying score for the TOEFL is 80 (online). If an international applicant has not demonstrated English Proficiency through qualifying TOEFL scores, he/she may contact his admissions counselor to learn about other ways of demonstrating English proficiency.

A Declaration and Certification of Finances is required before an I-20 can be issued. International students are strongly encouraged to submit financial documents with his/her application for admission to improve processing time of immigration documents.

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.

ENGLISH PROFICIENCY

All students who wish to attend American International College must demonstrate English proficiency. This can be achieved in the following ways:

Graduating from a secondary school where English was the primary language of instruction;
Demonstrating proficiency on the verbal section of the SAT or ACT;
Achieving a minimum score of 80 (or its equivalent) on the TOEFL

If none of these requirements are met by the student, the student may request an official review of English abilities by the Vice President of Academic Affairs or Dean of the School to which

the student has applied. The request should be made to the Director of Undergraduate Admission, who will coordinate the review.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

American International College understands that the important question is not *how* persons acquired their education, but *what* education they have. Through the College Level Examination Program (CLEP), students may take tests to prove that they have the equivalent learning as taught in a college level course. 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. Students should not that certain departments may not accept CLEP credit to waive major course requirements. Scores older than 5 years will be evaluated on a case-by-case basis.

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

Non-matriculated Candidates:

- A 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.
- 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.

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

A student may register for a course as an audit course. No grade is given for audited courses, however, the course name and number will be listed on the transcript with the designation "AU". Audited courses do not apply towards the credits needed for graduation nor do they figure into the calculation of GPA. Major requirements cannot be met with a course taken on an audit basis.

DUAL ADMISSION

As a qualified applicant to the dual admission program, students are automatically reserved a seat in one of AIC's graduate programs while earning their bachelor's degree. This option provides several benefits, including:

1. Direct entry into a graduate program
2. No graduate application or application fee is required
3. The graduate admission deposit is waived
4. Preferred housing during graduate phase

Eligibility for dual admission is determined at the time the student is accepted for admission into the undergraduate program. Each dual admission major is unique and has its own eligibility requirements throughout the undergraduate experience. Only first-time freshmen are eligible to apply for dual admission programs in the health professions, but the other dual admission options are available to transfer students.

Should a student be eligible for a dual admission program, he/she will be notified shortly after undergraduate admission to the College. He/she will be invited to select the dual admission program(s) of interest and officially enroll in the dual admission program. The dual admission program of interest cannot be changed once a student matriculates.

In order to maintain his/her dual admission, undergraduate students must meet minimum cumulative GPA requirements as stated in his/her dual admission letter. Dual admission students must also complete all required prerequisites to maintain their admission to the graduate program of choice. Change of undergraduate major may void dual admission. Dual admission students are not required to enroll in a graduate program.

GRADUATE ADMISSIONS

GENERAL INFORMATION

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 cumulative undergraduate and pre-requisite coursework GPAs as stipulated by each graduate degree program, letters of recommendation and, if applicable, career performance.

Program specific admission requirements are below. Achieving minimum requirements for admission is not a guarantee of acceptance.

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, 1000 State Street, Springfield, MA 01109, by telephone at (413) 205-3700 or through email: graduate.admissions@aic.edu, or via our website at: <https://www.aic.edu/apply/graduate-admissions-apply/>

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.

Admissions Criteria for All Students

Applicants will be reviewed for admission based on the strength of their ability for graduate study and the receipt of the following documentation. Individuals applying to graduate programs at AIC are required to submit the following documentation:

- Completed and signed application
- Official sealed transcript(s) of all previous academic work, undergraduate and graduate
- (2) Letters of recommendation (one must be academic)
- Personal goal statement or essay
- U.S. \$50 non-refundable application fee

In addition to the items listed above, there may be additional requirements required for individual programs. Please refer to specific programs for a listing of additional application requirements.

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 admission applications are received throughout the year and up to two weeks before the first day of classes. However, a 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 <https://www.aic.edu/admissions/graduate-admissions/graduate-admissions-requirements/> for more information regarding program options and admission requirements.

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 includes highlights your final grades and degree conferred. All students seeking entry into graduate programs must submit final transcripts noting baccalaureate degree conferment prior to enrolling into a graduate program. 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.

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. Application fees may be waived at the discretion of the Director of Graduate Admissions.

Acceptance Deposit

Upon acceptance into a graduate program, candidates who intend to enroll are required to send a non-refundable deposit, 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. This does not apply to External Campus Programs.

ADDITIONAL ADMISSIONS INFORMATION FOR SPECIFIC GROUPS

Graduate Credit Earned Prior to Admission

All master's degree programs permit the transfer of up to ten 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. Doctoral students wishing to transfer credits taken at another college or university for courses which are substantially similar in content to the courses at the College need to consult the appropriate doctoral program for specific details. At minimum, an earned grade of B or better for the equivalent semester hours of credit is required. In all of these matters, please consult the appropriate graduate degree program for specific details.

Qualified students may earn up to ten semester hours at American International College prior to acceptance into a graduate program, but such enrollment does not constitute or guarantee formal acceptance into the degree program. Students must complete an admissions application as appropriate and provide official transcripts and fee's before proceeding with initial ten credit non-matriculated coursework. Permission will generally be granted provided the applicant meets the admission requirements and possesses the necessary background for the desired courses.

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.

Dual Admission

Undergraduate students who were granted and accepted admission into a graduate program under dual admission at the time of their undergraduate enrollment and who currently meet enrollment guidelines will not be required to reapply through graduate admissions. If, however, they do not meet the current entry guidelines by the spring semester of their senior year, students will need to reapply using current catalog admissions policy and guidelines. Please see program requirements for application details.

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.

Certificate Students

Students seeking to enroll in a certificate program will be required to apply through the Graduate Admissions Office. At a minimum, applicants must submit a graduate application for admission and official transcripts for all undergraduate and graduate work. Certain graduate certificate programs require additional documentation for admission. Please consult the appropriate graduate degree program for specific details.

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 and students enrolled in certificate programs are not eligible for financial aid. To learn more about financial aid, please visit our website at <https://www.aic.edu/admissions/tuition-and-financial-aid/financial-aid/> for more details.

International Students

American International College welcomes international students to its campus. The college is authorized under federal law to enroll non-immigrant students. It is advised that international candidates send the completed application with all supporting materials in a single package to the Office of Graduate Admissions. This approach will result in avoiding delays in the processing of an application. Please note that international students are not eligible for financial aid. International students who wish to be considered for admission, must provide the Office of Graduate Admissions with the following items:

- A completed and signed application;
- Sealed official transcripts of all previous academic work from a regionally accredited institution. Transcripts from schools outside the United States must receive a course by course evaluation through a recognized evaluation service. We accept evaluations from active members associated with the National Association of Credentials Evaluation Services (NACES) organization (www.naces.org);
- Letters of recommendation;
- Personal goal statement or essay
- Declaration and Certification of Finances form;
- Official Test of English as a Foreign Language (TOEFL) or ESL International score for non-native speakers of English;
- U.S. \$50 non-refundable application fee;
- Clinical Observation or Volunteer Experience forms, if applicable
- Proof of licensure, 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.

Deferment

In order to defer admission for up to one year, a Deferral of Admission Request form must be submitted to the Office of Admissions. Each request is reviewed on its individual merits and deferments are not automatically granted. The Director of Admissions, in consultation with the admissions counselor, makes the final deferral decision. To defer, a student must:

Complete and return the Deferral of Admission Request form to the Office of Graduate Admissions, indicating which term (s)he would like to defer to. The maximum length of a deferral is one year (typically Fall-Fall, Fall-Spring, or Spring-Fall);
Pay the required non-refundable deposit by the relevant deadline and, if not already submitted, an official copy of his/her final college transcripts.

If the deferral is granted, it will:

Be granted for a specific term(s).

Except under exceptional circumstances as described below, be conditional upon the student not taking any courses at any other colleges/universities. Should an accepted student take courses elsewhere, the deferral is void and (s)he would need to reapply for admission to AIC. This includes courses that were taken Pass/No Pass, or courses that received a “W”.

Deferrals will not be granted more than once.

Exceptional Circumstances

In rare cases, an accepted student may be presented with an exceptional opportunity to enhance his/her personal portfolio. This could include a volunteer opportunity, athletic opportunity, or academic opportunity that requires a student to enroll in coursework at another institution during his/her deferral. AIC reserves the right to ask for supporting documentation of exceptional circumstances.

To defer under exceptional circumstances a student must, in addition to the requirements above: Explain the special opportunity being presented to the student in the Deferral of Admission Request form; and submit official transcripts from any college/university attended during the deferral period at least 30 days prior to the start of class at AIC.

A deferral based on exceptional circumstances will be conditional upon the student maintaining good academic standing and no history of disciplinary action at any college/university attended during the deferral period. A deferral granted on the basis of exceptional circumstances will not impact the program the student was accepted into graduate registration

ADDITIONAL ADMISSIONS REQUIREMENTS FOR SPECIFIC GRADUATE PROGRAMS

SCHOOL OF BUSINESS ARTS AND SCIENCES

Master of Business Administration (MBA)

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.

The program requires an undergraduate GPA of 2.75 or better. 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 program director, after which depending on the outcome of the interview and review of all other application materials, the individual may be granted full or conditional acceptance into the program.

*Please refer to the *Admissions Criteria for All Students* for a detailed list of required application materials

Master of Business Administration in Resort and Casino Management (MBA)

The MBA program in Resort and Casino Management practices “rolling admissions” where admission applications are received throughout the year and up to the start of the orientation for each cohort.

The program requires an undergraduate GPA of 2.75 or better. 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 program director, after which depending on the outcome of the interview and review of all other application materials, the individual may be granted full or conditional acceptance into the program.

*Please refer to the *Admissions Criteria for All Students* for a detailed list of required application materials

Certificate of Business Administration (non-degree)

The certificate of business administration program practices “rolling admissions” where admission applications are received throughout the year and up to the start of the orientation for each cohort.

The program requires an undergraduate GPA of 2.75 or better. 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 program director, after which depending on the outcome of the interview and review of all other application materials, the individual may be granted full or conditional acceptance into the program.

*In order to apply and be considered for this program, applicants must submit a completed and signed application, a \$50 application fee, and official copies of all previous academic work, undergraduate and graduate stating degree conferment.

Certificate of Resort and Casino Management (non-degree)

The certificate of resort and casino management program practices “rolling admissions” where admission applications are received throughout the year and up to the start of the orientation for each cohort.

The program requires an undergraduate GPA of 2.75 or better. 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 program director, after which depending on the outcome of the interview and review of all other application materials, the individual may be granted full or conditional acceptance into the program.

*In order to apply and be considered for this program, applicants must submit a completed and signed application, a \$50 application fee, and official copies of all previous academic work, undergraduate and graduate stating degree conferment.

Master of Science in Accounting and Taxation (MSAT)

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 semester.

The program requires an undergraduate GPA of 2.75 or better. 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 program director, 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.

*Please refer to the *Admissions Criteria for All Students* for a detailed list of required application materials

Clinical Psychology (MA)

The Clinical Psychology program offers rolling admissions, accepting applications throughout the year and allowing individuals to begin their studies in the fall or spring term.

The program requires an undergraduate GPA of 2.75 or better. 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 program director. 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.

*Please refer to the *Admissions Criteria for All Students* for a detailed list of required application materials

Forensic Psychology (MS)

The Forensic Psychology program offers rolling admissions, accepting applications throughout the year and allowing individuals to begin their studies in the fall or spring term.

The program requires an undergraduate GPA of 2.75 or better. 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 program director. 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.

*Please refer to the *Admissions Criteria for All Students* for a detailed list of required application materials

General Psychology (MA)

The General Psychology program offers rolling admissions, accepting applications throughout the year and allowing students to begin their studies in the fall, spring, or summer semesters.

The program requires an undergraduate GPA of 2.75 or better. 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 program director. 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.

*Please refer to the *Admissions Criteria for All Students* for a detailed list of required application materials

Certificate of General Psychology (non-degree)

The Certificate of General Psychology program offers rolling admissions, accepting applications throughout the year and allowing students to begin their studies in the fall or spring semesters.

The program requires an undergraduate GPA of 2.75 or better. 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 program director. 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 order to apply and be considered for this program, applicants must submit a completed and signed application, a \$50 application fee, and official copies of all previous academic work, undergraduate and graduate stating degree conferment.

Doctor of Education in Educational Psychology (EdD)

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).

This program requires a minimum undergraduate GPA of 3.0, but a GPA of 3.25 is recommended. In the event an individual wishes to apply to the program but does not have a 3.0 GPA, the individual will be required to be interviewed by the program director; 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.

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.

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. Students may apply any credits earned at the Master's level in an AIC program provided the courses match those in the EdD. 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.

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

- All documentation listed in the *Admissions Criteria for All Students* section of this document
- Three letters of recommendation (one must be academic)

SCHOOL OF EDUCATION

Doctor of Education (Low Residency EdD)

The Doctorate of Education (Low Residency EdD) program offers rolling admissions, accepting applications throughout the year and allowing students to begin their studies in the fall, spring and summer trimesters. Decisions are rendered within four weeks of receipt of completed admissions documents.

The program requires a Masters GPA of 3.0 or better. In the event an individual wishes to apply to the program but does not have a 3.0 GPA, the individual will be required to be interviewed by the program director. 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.

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

- Three letters of recommendation
- A 6-8 page essay that answers the following questions as they relate to the applicants' choice of academic concentration and the individualized plan of study in the doctoral program
 - What educational or professional experiences have prepared you for doctoral study?
 - What motivates you to pursue doctoral study at this stage of your career?
 - What are three or four topics of personal, professional and scholarly interest that would guide the formulation of your degree plan and why are these topics of importance to you?
 - What might be a general focus for your dissertation?
 - Why have you chosen to study in a low-residency, mentored model of doctoral education?
- All documentation listed in the *Admissions Criteria for All Students* section of this document

Doctoral students wishing to transfer credits may be eligible to transfer up to 18 semester credits taken at another college or university or up to 27 post-master's credits from AIC for courses which are substantially similar in content to the degree or courses at the College.

Counseling Psychology (MA)

The Counseling Psychology (MA) program offers rolling admissions, accepting applications throughout the year and allowing students to begin their studies in the fall, spring, or summer trimesters.

The program requires a baccalaureate GPA of 3.0 or better. In the event an individual wishes to apply to the program but does not have a 3.0 GPA, the individual will be required to be

interviewed by the program director. 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.

*Please refer to the *Admissions Criteria for All Students* for a detailed list of required application materials

GRADUATE PROGRAMS IN EDUCATION - MEd and CAGS

The M.Ed and CAGS programs practice “rolling admissions” where admission applications are received throughout the year up to the start of each cohort. Currently we offer eleven cohort locations throughout the state of Massachusetts providing students with the opportunity to start their program in the fall or spring semester depending on the location.

Early Childhood Education (MEd and CAGS)

The program requires a minimum undergraduate cumulative GPA of 2.75 or better. 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 a regionally accredited institution. In the event that an individual wishes to apply to the program but does not have a 2.75 GPA, the individual will be evaluated by supporting documentation, which may include but is not limited to; GRE scores (if applicable), last 30 credits of coursework and/or an interview with the program director.

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.

Candidates will be reviewed for admissions based on the strength of their ability for graduate study and fulfillment of the following admissions requirements:

- Completed and signed program agreement form
- Passage of the Communication & Literacy Massachusetts Tests for Educator Licensure (MTEL) for admission to the licensure track
- Copy of license (if applicable)

*Please refer to the *Admissions Criteria for All Students* for a detailed list of required application materials

Elementary Education (MEd and CAGS)

The program requires a minimum undergraduate cumulative GPA of 2.75 or better. 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 a regionally accredited institution. In the event that an individual wishes to apply to the program but does not have a 2.75 GPA, the individual will be evaluated by supporting documentation, which may include but is not limited to; GRE scores (if applicable), last 30 credits of coursework and/or an interview with the program director.

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.

Candidates will be reviewed for admissions based on the strength of their ability for graduate study and fulfillment of the following admissions requirements:

- Completed and signed program agreement form
- Passage of the Communication & Literacy Massachusetts Tests for Educator Licensure (MTEL) for admission to the licensure track

- Copy of license (if applicable)

*Please refer to the *Admissions Criteria for All Students* for a detailed list of required application materials

International Education (MEd)

The M.Ed and CAGS programs practice “rolling admissions” where admission applications are received throughout the year up to the start of each cohort. Currently we offer one cohort location in Cairo, Egypt.

The program requires a minimum undergraduate cumulative GPA of 2.75 or better. 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 a regionally accredited institution. In the event that an individual wishes to apply to the program but does not have a 2.75 GPA, the individual will be evaluated by supporting documentation, which may include but is not limited to; GRE scores (if applicable), last 30 credits of coursework and/or an interview with the program director. 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.

Candidates will be reviewed for admissions based on the strength of their ability for graduate study and fulfillment of the following admissions requirements:

- Completed and signed program agreement form
- Copy of license (if applicable)

*Please refer to the *Admissions Criteria for All Students* for a detailed list of required application materials

Educational Psychology (MA)

The Educational Psychology (MA) and CAGS program practice “rolling admissions” where admission applications are received throughout the year up to the start of the spring term. Currently the MAEP program is only offered on the main campus in Springfield with the opportunity to start the program in the spring semester. (Students seeking to continue in the field of school guidance counseling or adjustment counseling, please see School Guidance Counseling CAGS or Adjustment Counseling CAGS for further information)

The program requires a minimum undergraduate cumulative GPA of 2.75 or better. In the event that an individual wishes to apply to the program but does not have a 2.75 GPA, the individual will be evaluated by supporting documentation, which may include but is not limited to; GRE scores (if applicable), last 30 credits of coursework and/or an interview with the program director. 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.

Candidates will be reviewed for admissions based on the strength of their ability for graduate study and fulfillment of the following admissions requirements:

- Completed and signed program agreement form
- Passage of the Communication & Literacy Massachusetts Tests for Educator Licensure (MTEL) for admission to the licensure track
- Copy of license (if applicable)

*Please refer to the *Admissions Criteria for All Students* for a detailed list of required application materials

Middle School Education (MEd and CAGS)

The program requires a minimum undergraduate cumulative GPA of 2.75 or better. 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 a regionally accredited institution. In the event that an individual wishes to apply to the program but does not have a 2.75 GPA, the individual will be evaluated by supporting documentation, which may include but is not limited to; GRE scores (if applicable), last 30 credits of coursework and/or an interview with the program director.

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.

Candidates will be reviewed for admissions based on the strength of their ability for graduate study and fulfillment of the following admissions requirements:

- Completed and signed program agreement form
- Passage of the Communication & Literacy Massachusetts Tests for Educator Licensure (MTEL) for admission to the licensure track
- Copy of license (if applicable)

*Please refer to the *Admissions Criteria for All Students* for a detailed list of required application materials

Secondary Education (MEd and CAGS)

The program requires a minimum undergraduate cumulative GPA of 2.75 or better. 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 a regionally accredited institution. In the event that an individual wishes to apply to the program but does not have a 2.75 GPA, the individual will be evaluated by supporting documentation, which may include but is not limited to; GRE scores (if applicable), last 30 credits of coursework and/or an interview with the program director.

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.

Candidates will be reviewed for admissions based on the strength of their ability for graduate study and fulfillment of the following admissions requirements:

- Completed and signed program agreement form
- Passage of the Communication & Literacy Massachusetts Tests for Educator Licensure (MTEL) for admission to the licensure track
- Copy of license (if applicable)

*Please refer to the *Admissions Criteria for All Students* for a detailed list of required application materials

Moderate Disabilities (MEd and CAGS)

The program requires a minimum undergraduate cumulative GPA of 2.75 or better. 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 a regionally accredited institution. In the event that an individual wishes to apply to the program but does not have a 2.75 GPA, the individual will be

evaluated by supporting documentation, which may include but is not limited to; GRE scores (if applicable), last 30 credits of coursework and/or an interview with the program director. 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.

Candidates will be reviewed for admissions based on the strength of their ability for graduate study and fulfillment of the following admissions requirements:

- Completed program agreement form
- Passage of the Communication & Literacy Massachusetts Tests for Educator Licensure (MTEL) for admission to the licensure track
- Copy of license (if applicable)

*Please refer to the *Admissions Criteria for All Students* for a detailed list of required application materials

Reading Specialist (MEd and CAGS)

The program requires a minimum undergraduate cumulative GPA of 2.75 or better. 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 a regionally accredited institution. In the event that an individual wishes to apply to the program but does not have a 2.75 GPA, the individual will be evaluated by supporting documentation, which may include but is not limited to; GRE scores (if applicable), last 30 credits of coursework and/or an interview with the program director. 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.

Candidates will be reviewed for admissions based on the strength of their ability for graduate study and fulfillment of the following admissions requirements:

- Completed and signed program agreement form
- Passage of the Communication & Literacy Massachusetts Tests for Educator Licensure (MTEL) for admission to the licensure track.
- Submit proof of teaching for a minimum of one year at the time of application.
- Copy of license (if applicable)

*Please refer to the *Admissions Criteria for All Students* for a detailed list of required application materials.

School Leadership (MEd and CAGS)

The program requires an undergraduate GPA of 3.0 or better. 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 a regionally accredited institution.

Candidates will be reviewed for admissions based on the strength of their ability for graduate study and fulfillment of the following admissions requirements:

- Completed program agreement form
- Passage of the Communication & Literacy Massachusetts Tests for Educator Licensure (MTEL) for admission to the licensure track.
- Submit proof of teaching for a minimum of three years at the time of application.
- Copy of license (if applicable)

*Please refer to the *Admissions Criteria for All Students* for a detailed list of required application materials.

School Adjustment Counseling (CAGS)

The CAGS programs practice “rolling admissions” where admission applications are received throughout the year up to the start of each cohort. Currently we offer the School Adjustment Counseling program at our Springfield, MA campus providing students with the opportunity to start their program in the spring semester.

The program requires a minimum undergraduate cumulative GPA of 2.75 or better. 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 a regionally accredited institution. In the event that an individual wishes to apply to the program but does not have a 2.75 GPA, the individual will be evaluated by supporting documentation, which may include but is not limited to; GRE scores (if applicable), last 30 credits of coursework and/or an interview with the program director. 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.

Candidates for the Certificate of Advanced Graduate Study must possess an MA in Educational Psychology or a significantly similar degree. Each candidate into the CAGS program will have their master’s program reviewed by the program chair. The ability to enroll into the CAGS program will be determined by the program director in accordance to AIC’s regional accreditation body and DESE

Candidates will be reviewed for admissions based on the strength of their ability for graduate study and fulfillment of the following admissions requirements:

- Completed and signed program agreement form
- Passage of the Communication & Literacy Massachusetts Tests for Educator Licensure (MTEL) for admission to the licensure track
- Copy of license (if applicable)

* Students currently enrolled in AIC’s Educational Psychology (MA) program, who wish to continue in an Adjustment Counseling CAGS are not required to reapply if they were admitted into both programs at the time of admission into the Educational Psychology (MA) program.

*Please refer to the *Admissions Criteria for All Students* for a detailed list of required application materials.

School Guidance Counseling (CAGS)

The School Guidance Counseling CAGS program practice “rolling admissions” where admission applications are received throughout the year. Currently the MA in Educational Psychology program is only offered on the main campus in Springfield.

The program requires a minimum undergraduate cumulative GPA of 2.75 or better. 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 a regionally accredited institution. In the event that an individual wishes to apply to the program but does not have a 2.75 GPA, the individual will be

evaluated by supporting documentation, which may include but is not limited to; GRE scores (if applicable), last 30 credits of coursework and/or an interview with the program director. 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.

Candidates for the Certificate of Advanced Graduate Study must possess an MA in Educational Psychology or a significantly similar degree. Each candidate into the CAGS program will have their master's program reviewed by the program chair. The ability to enroll into the CAGS program will be determined by the program director in accordance to AIC's regional accreditation body and DESE

Candidates will be reviewed for admissions based on the strength of their ability for graduate study and fulfillment of the following admissions requirements:

- Completed program agreement form
- Passage of the Communication & Literacy Massachusetts Tests for Educator Licensure (MTEL) for admission to the licensure track
- Copy of license (if applicable)

* Students currently enrolled in AIC's Educational Psychology (MA) program, who wish to continue in a Guidance Counseling CAGS are not required to reapply if they were admitted into both programs at the time of admission into the (MA) program.

*Please refer to the *Admissions Criteria for All Students* for a detailed list of required application materials.

SCHOOL OF HEALTH SCIENCES

Nursing (MSN)

The Master of Science in Nursing (MSN) program offers rolling admissions, accepting applications throughout the year allowing students to begin their studies in the fall semester.

The program requires a baccalaureate GPA of 3.0 or better. In the event an individual wishes to apply to the program but does not have a 3.0 GPA, the individual will be required to be interviewed by the program director. 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.

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

- Completed and signed application;
- Official sealed transcript(s) of all previous academic work, undergraduate and graduate;
- Two letters of recommendation (one must be academic);
- Personal goal statement;
- Current RN License;
- U.S. \$50 non-refundable application fee.

Post-Master's Family Nurse Practitioner Certificate Program

Students seeking to enroll in the Family Nurse Practitioner certificate program must have earned a Master of Science in Nursing or higher from a regionally accredited institution or a recognized international institution of higher learning prior to acceptance into the Family Nurse Practitioner certificate program. In addition, applicants must have successfully completed courses in Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment or must have these courses in progress at the time of application. Applicants may complete these courses at AIC as non-matriculated students. All applicants must meet minimum Master of Science in Nursing entry requirements and will be reviewed for admission based on the strength of their ability for graduate study and the receipt of the following documentation.

- Completed and signed application
- Official sealed transcript(s) of all previous academic work, undergraduate and graduate
- Two letters of recommendation (one must be academic)
- Personal goal statement
- Current RN License
- U.S. \$50 non-refundable application fee

Occupational Therapy (MSOT)

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 application 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 received a minimum grade of a B- in all required prerequisite coursework. Prerequisite courses must have been completed within the 5 years prior to applying to the program in order to be accepted. Graduate Record Examinations (GRE's) may be required for any candidate with a cumulative GPA that is below the preferred 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.

Prerequisite Courses:

- Abnormal Psychology
- Developmental Psychology
- Physics
- Anatomy and Physiology

Candidates will be reviewed for admission based on the strength of their ability for graduate study and the receipt of the following documentation. Applicants applying to the MSOT program should apply online using the OTCAS application beginning in July 2016. All application materials listed below must be submitted directly to OTCAS.

- Sealed official transcripts of all previous academic work from a regionally accredited institution. Transcripts from schools outside the United States must receive a course by course evaluation through a recognized evaluation service. We accept evaluations from active members associated with the National Association of Credentials Evaluation Services (NACES) organization (www.naces.org);
- Two Letters of recommendation (one must be academic)
- Submit evidence of completing two clinical OT observations (minimum of 8 hours at each location)
- Personal goal statement or essay
- Official Test of English as a Foreign Language (TOEFL) or ESL International score for non-native speakers of English

Occupational Therapy (OTD)

The Doctorate of Occupational Therapy program offers rolling admissions, which means we evaluate applications throughout the year. However, we strongly encourage applicants to apply by July 15th (fall term entry) and November 15th (spring term entry) to provide sufficient time to plan and prepare to begin the program. Once the application is complete, an admissions decision is typically made within 2–4 weeks.

Graduate students applying to the OTD program must have earned a MSOT degree from an accredited four-year institution*. A minimum GPA of 3.00 (on a 4.00 scale) is preferred.

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

- Current Occupational Therapy License
- Three (3) current references from individuals who can speak to the applicant's academic ability, professional accomplishments, and potential for success in doctoral studies
- Personal statement describing the reasons for seeking admission to the program, professional goals, and scholarly interests
- Current resume/CV

* All listed documents in the *Admissions Criteria for All Students* section of this Catalog

*Applicants with a BS in occupational therapy will be reviewed on a case by case basis.

Physical Therapy (DPT)

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 DPT 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 DPT program must have earned a BS or BA degree from an accredited four-year institution and it is strongly recommended that they have a cumulative GPA of at least a 3.2 or higher and a GPA of 3.2 in all prerequisite courses. Prerequisite courses must have been completed within the 5 years prior to applying to the program in order to be accepted.

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.

Prerequisite Courses:

- Biology (8 credits, including 2 labs)
- Anatomy and Physiology (8 credits, including 2 labs)
- Chemistry (8 credits, including 2 labs)
- Physics (8 credits, including 2 labs)
- Statistics (Biological, Psychological or Educational)

Candidates will be reviewed for admission based on the strength of their ability for graduate study and the receipt of the following documentation. Applicants applying to the DPT program should apply online using the PTCAS application beginning in July 2016. All application materials listed below must be submitted directly to PTCAS.

- Sealed official transcripts of all previous academic work from a regionally accredited institution. Transcripts from schools outside the United States must receive a course by

course evaluation through a recognized evaluation service. We accept evaluations from active members associated with the National Association of Credentials Evaluation Services (NACES) organization (www.naces.org);

- Three letters of recommendation (one must be academic)
- Submit evidence of completing two clinical PT observations (minimum of 10 hours at each location)
- Personal goal statement or essay
- Official Test of English as a Foreign Language (TOEFL) or ESL International score for non-native speakers of English

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 2016-2017. Changes to the fees charged by the college will be posted on the college website.

2016-2017 Costs Full-Time Undergraduate Resident

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

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

Tuition	\$ 33,140
Standard Room	\$ 6,730
Meal Plan	\$ 6,430
Books/Supplies	\$ 1,200
Total Base Cost	\$ 47,500

2016-2017 Costs Full-Time Undergraduate Commuter

Based on 12-17 credits per term.

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

Tuition	\$ 33,140
Books/Supplies	\$ 1,200
Total Base Cost	\$ 34,340

2016-2017 Costs Part-Time Undergraduate

Part-time status is based on registration for less than 12 credit hours per term.

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

Tuition	\$ 685 per credit hour
Fees	\$ 30 per term registration fee

TUITION AND FEES

Undergraduate full-time students registering for 12-17 credits per term are charged the comprehensive tuition fee. Students who take more than 17 credits per term 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 juniors and seniors and Physical Therapy seniors are listed with the Graduate 2016-2017 Tuition and Fee Schedule.

UNDERGRADUATE 2016-2017 TUITION AND FEE SCHEDULE

Description	Amount	Charge Per
Undergraduate Comprehensive Tuition	\$ 33,140	year
Undergraduate Comprehensive Tuition	\$ 16,570	term-Fall-Spring
Undergraduate per credit fee	\$ 685	credit/summer
Registration fee (part-time students)	\$ 30	term
Tuition Deposit	\$ 200	one time
Audit Rate	\$ 345	credit

NURSING DEGREE

Description	Amount	Charge Per
RN to BSN	\$ 570	credit

OTHER MAJORS

Description	Amount	Charge Per
Art	\$ 50-\$110	course*
Biology	\$295-\$395	course*
Business	\$ 110	course*
Chemistry	\$ 330	course*
Communications	\$ 110-\$235	course*
Education	\$ 105-\$155	course*
Music	\$ 330	course*
Nursing Year 2 program fee	\$ 580	term
Nursing Year 3 program fee	\$ 860	term
Nursing Year 4 program fee	\$ 1,040	term
OT	\$ 385	course
Background/Health Check Fee	\$ 100	year
Physical Science	\$115 - 325	course*
Physics	\$ 340	course*

*Extra charge does not apply to all courses in the department. See individual course description.

GRADUATE 2016-2017 TUITION AND FEE SCHEDULE

Description	Amount	Charge Per
MS in Accounting and Taxation	\$ 855	credit
Master of Education (cohort model)	\$ 439	credit
Master of Education (non-cohort model)	\$ 855	credit
Master of Business Administration	\$ 530	credit
MBA-Resort & Casino Management	\$ 530	credit
MS in Nursing	\$ 675	credit
MS-Family Nurse Practitioner (year 1)	\$ 675	credit
MS-Family Nurse Practitioner (year 2)	\$ 825	credit
Master in Counseling Psychology	\$ 485	credit
Master in Clinical Psychology	\$ 855	credit
Master in Forensic Psychology	\$ 855	credit
Master in General Psychology	\$ 855	credit
Master of Public Administration	\$ 855	credit
MS-Occupational Therapy (Junior/Senior)	\$20,355	term
Senior (Spring)	\$15,265	term
Senior (Summer)	\$ 5,090	term
Doctor of Educational Psychology	\$ 855	credit
Doctor of Education	\$ 6,625	trimester
Doctor of Occupational Therapy	\$ 995	credit
DPT-Physical Therapy-(Fall/Spring) Senior	\$20,555	term
Summer (Senior)	\$ 7,830	term
Certificate in General Psychology	\$ 855	credit
Certificate in Management	\$ 530	credit
Certificate in Resort & Casino Management	\$ 530	credit
Certificate-Family Nurse Practitioner	\$ 825	credit
Graduate Course Audit Fee	50% of standard	credit
Graduate/Certificate Registration Fee	\$ 30	term
Graduate Application Fee	\$ 50	one time
Deposit	\$ 200	once
Occupational/Physical Therapy Tuition Deposit	\$ 500	once
Education TK20 Fee	\$ 105	once
Physical Therapy-Background/Health Check Fee	\$ 100	course

FEES 2016-2017 ALL STUDENTS

Description	Amount	Charge Per
Graduation Fee	\$ 100	Each degree
Student Parking Resident	\$ 130	Term
Student Parking Commuter	\$ 55	Term
10 Payment Plan	\$ 100	Year
Term Payment Plan Fee	\$ 50	Term
Transcript	\$ 10	Each degree
Same Day Transcript Fee	\$ 15	Each degree

Diploma Replacement Fee	\$ 75	Each
Returned Check Fee	\$ 15	Each
Supportive Services	\$ 2,575	term

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 deposit of \$200 by May 1 in order to hold the student's place in the entering class. For students who will be living on campus, \$100 of the deposit will be used as a housing deposit and the remaining \$100 will be used as a tuition deposit. For commuter students, the entire \$200 will be used as a tuition deposit.

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

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 term 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.

RESIDENCE CHARGES AND MEAL PLANS 2016-2017

Residence Description	Term	Academic Year
Acorn-Standard	\$ 4,330	\$ 8,660
Acorn-Single Buy Out	\$ 4,660	\$ 9,320
Broadhurst-Standard	\$ 3,665	\$ 7,330
Broadhurst-Single	\$ 4,365	\$ 8,730
Broadhurst-Single Buy Out	\$ 4,660	\$ 9,320
Edgewood-Standard	\$ 3,830	\$ 7,660
Edgewood-Single Buy Out	\$ 4,660	\$ 9,320
Hines-Standard	\$ 3,365	\$ 6,730

Hines-Single	\$ 4,160	\$ 8,320
Hines-Single Buy Out	\$ 4,660	\$ 9,320
Magna-Standard	\$ 3,365	\$ 6,730
Magna-Single Buy Out	\$ 4,660	\$ 9,320
Pouch-Standard	\$ 3,365	\$ 6,730
Pouch-Single	\$ 4,160	\$ 8,320
Pouch-Single Buy Out	\$ 4,660	\$ 9,320
Street-Standard	\$ 3,365	\$ 6,730
Street-Single	\$ 4,160	\$ 8,320
Street-Single Buy Out	\$ 4,660	\$ 9,320

Meal Plan Description	Term	Academic Year
All access 7 day plus \$100	\$ 3,215	\$ 6,430
All access 7 day plus \$300	\$ 3,380	\$ 6,760
All access 5 day plus \$50	\$ 2,680	\$ 5,360
100 Block plus \$400	\$ 1,205	\$ 2,410
50 Block plus \$250	\$ 710	\$ 1,420
25 Block plus \$200	\$ 470	\$ 940

Fees	Amount	Charge Per
Cable TV Box Deposit	\$ 50	Annual (but can be carried over)
Off-Campus Res. Education - Non Compliance Fine	\$ 300	per occurrence
Residency Requirement Non Compliance Fee	\$ 5,000	per occurrence
Cancellation Fee (Eligible to live off campus)-early notice	\$ 100	per occurrence
Cancellation Fee (Eligible to live off campus)-late notice	\$ 500	per occurrence
Cancellation Fee (Eligible to live off campus)-after add/drop	\$ 1,000	per occurrence
Cancellation Fee (Eligible to live off campus)-after Oct/Mar deadline	100% room charge	per occurrence

Please refer to the Student Handbook for complete Residence Life policies and procedures.

Student Health Plan*

The Health Services office, located in Mallory Hall, is staffed by nurse practitioners, physician assistants and a physician. Each of the health care providers has prescriptive authority and all are board certified. Hours of operation are Monday through Friday 8:00 am. until 4:00 pm. No appointment is needed to be seen and there is no charge for office visits. Campus Police responds to all emergencies on campus and will refer students to Health Services or Baystate Medical Center Emergency Department as needed.

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 term. If the student has comparable coverage with another carrier. A 12-month plan, the insurance covers the period between August 1st and July 31st 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.

**This is a brief overview of the plan and additional terms and conditions apply. Contact Student Accounts for complete plan information.*

STUDENT ACCOUNTS POLICY AND PROCEDURES

College bills are issued beginning in July for the fall term and in December for the spring term.

STUDENT ACCOUNTS PAYMENT TERMS AND CONDITIONS

Students should make payment arrangements for their account (“Student Account”) by the posted payment due date for each term.

- a. Payment arrangements include approved financial aid, payment plans, cash or credit card.
- b. Payments may be made by check, electronic payments, VISA, MASTERCARD, or DISCOVER. The college offers monthly payment options with the Tuition Payment Plan at tuitionpaymentplan.com/aic.
- c. International students must make full payment prior to arrival and are not eligible for participation in payment plans.
- d. Students expecting employer funded direct payments should provide a signed agreement to the Student Accounts office for approval.
- e. When a verified credit balance appears on a student account, refunds will be made in accordance with the student’s directions and regulatory requirements.

A student who does not satisfy his/her Student Account payment obligation may be excluded from classes, college activities, services and campus residence halls and meal plans. No refunds will be given for services that are withheld due to overdue financial obligations.

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 official college documents including certified/sealed/official transcripts until the outstanding balance is resolved.

A student who withdraws or otherwise separates from AIC is responsible for resolving any outstanding Student Account balance.

An overdue Student Account balance 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.

Students with an outstanding account balance are subject to exclusion from the Graduation Ceremony.

STUDENT ACCOUNT WITHDRAWALS AND REFUNDS

Course Withdrawals:

A 100% refund of tuition and associated fees will be given for individual courses dropped within the add/drop period of the term. Please see my.aic.edu for refund policies for course withdrawals that occur after the add/drop period.

Withdrawal from the College:

Please see my.aic.edu for current withdrawal refund policies.

FINANCIAL AID

The mission of the Office of Financial Aid 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 Educational Rights and Privacy Act.

Crediting of Financial Aid Awards

The financial aid award letter will specify the amounts of aid and the expected semester disbursement dates by semester. All disbursements are made directly to the student's account, generally two weeks after the add/drop period ends. 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 financial aid and academic 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. 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 \$8,000 to \$18,000 and are renewable provided the student maintains satisfactory academic progress and continues full-time enrollment. Need 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 U.S. 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 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 may be subsidized	\$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 Grad Plus option. Students may borrow up to the full cost of attendance less any other financial assistance (loans, assistantships, work study, grants and scholarships).

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 the AIC Student Information System Portal. Major elements of that publication include the following:

MATRICULATION

Matriculated status is accorded to full-time and part-time students who are officially recognized candidates for a degree. This recognition begins with an acceptance for admissions and is confirmed by a verified enrollment presence including official enrollment in at least one course that applies to that degree. A student is considered first matriculated on the first day of the first class of their first term at AIC. Matriculated status is conferred by the Registrar in consultation with appropriate admissions and academic administrators.

- Full-time Status- Students enrolled in at least 12 credits per term in a particular program are considered full-time status. However, students should consider an average course load of 15 credit hours/term in order to graduate within 8 full terms.
- Part-time Status-Students who are enrolled in fewer than the minimum of 12 credit hours per term are considered in part-time status.
- Special Student Status-A non-matriculated student enrolled for any number of term hours of credit is assigned special student status.

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

ADVISING

All students at American International College are assigned an academic advisor who takes an active interest in the academic progress of the student advisee. This includes aiding advisees in making decisions regarding course registration and selection of major, offering support to advisees as various departmental issues are confronted, and referring those needing any type of help to the appropriate resources. Advisors are familiar with academic requirements, policies and regulations and provide advisees with the information to enable them to make responsible academic choices. During the freshman and sophomore periods of study (commonly known as Lower Division), a professional academic advisor will be assigned to each student. During the transition to junior year and Upper Division, a faculty advisor will be appointed through the graduation term. As, always, the student, however, has the ultimate responsibility to ensure that all requirements for graduation are met.

COURSE CHANGES AND WITHDRAWAL FROM COURSES

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 from the student’s advisor. The signature of the student and the faculty advisor or the dean of the school is required.

Withdrawal from courses shall be processed through the Office of the Registrar with the use of the appropriate form. Prior to completing 75% of the term, a student may withdraw from a course without affecting the cumulative grade point average.

Course Changes After the Add/Drop Period

Additions after the Add/Drop period must have the approval of both the student's academic advisor and the instructor of the course.

Withdrawal from courses after the Add/Drop period must have approval of the student's academic advisor and are subject to the following conditions:

- Up until 75% of a term is completed ("Last Day to Withdraw from a Class"), a student may withdraw from a course without affecting the Cumulative Grade Point Average; such a course will be marked "W" on the student's record.
- After 75% of a term is completed ("Last Day to Withdraw from a Class"), a student may not withdraw from a course.
- The 75% completion point of a term is identified by the Registrar and published in the Academic Calendar.

If there is no verifiable presence (academically or residentially) or contact from a new or returning student by the end of the Add/Drop period, that student will be dropped from classes and administratively withdrawn for the term.

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.

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.

ACADEMIC INTEGRITY

American International College is firmly committed to students understanding the value of their education. The value of one's education is compromised if the integrity of the grading system is violated, as is the case when academic dishonesty is tolerated. To this end, it is necessary to assure that students honestly represent their work. The student has full responsibility for the content and integrity of all academic work. It is every student's responsibility to be familiar with the Academic Integrity Policy of the College. Neither ignorance nor misunderstanding of the policy excuses violations of academic integrity.

The standard at American International College is that:

- Students are to perform their own academic work according to the standards set by faculty members, departments, schools and the College, and
- Academic dishonesty, including cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted.
- It is the intent of the Academic Integrity Policy to define academic dishonesty, to provide appropriate sanctions, to provide procedures that impose sanctions which are fair and realistic, to provide safeguards for any student suspected of academic dishonesty, and to coordinate the Policy with the procedures of the Student-Faculty Appellate Court.

Definitions

As used in this policy, “cheating” means to present as one’s own the work of another either by false representation of the work as one’s own or concealment of the fact that it is not one’s own.

As defined above, “cheating” includes but is not limited to:

- Obtaining, retaining, or using partial or whole copies of examinations, tests or quizzes before these are distributed for student use;
- Using notes, textbooks, or other information in examinations, tests and quizzes (except as expressly permitted);
- Obtaining or using confidential information about examinations, test or quizzes other than released by the instructor;
- Using or exchanging information during examinations, tests and quizzes, other than expressly permitted by the instructor;
- Presenting data or other material gathered by another person or group as one’s own;
- Falsifying experimental data or information;
- Having another person take one’s place for any academic performance without the specific knowledge and permission of the instructor;
- Cooperating with or assisting others to do one or more of the above, or
- Using a substantial portion of a piece of work previously or also submitted for another course or program without notification to the instructor to whom the work is presented (e.g., submitting substantially the same paper for two different course as if it were unique for each course).

“Plagiarism” means to take and present as one’s own a significant portion of the ideas or works of another or to present as one’s own an idea or work derived from an existing source without full and proper credit to the source or the ideas or works.

As defined above, “plagiarism” includes but is not limited to:

- The copying of words, sentences, paragraphs, and even ideas directly from the work of another person without proper credit;

- The copying of illustrations, figures, photographs, drawings, models, or other visual and non-verbal materials (including recordings) of another without proper credit, or
- The presentation of work prepared by another in final or draft form as one's own source (e.g., purchased research papers).

Standards and Tests

The standards and tests for determination of an act of cheating or plagiarism under this Policy are as follows:

- The burden of establishing the fact of cheating or plagiarism is on the person who claims the act took place, although the instructor may require additional information from the student (beyond that required from the class as a whole or for the purposes of the assignment itself) in order to evaluate the integrity of the academic work;
- The test of whether the evidence is sufficient to sustain a finding of cheating or plagiarism is that the preponderance of evidence must be clear and convincing;
- A finding of cheating or plagiarism is a finding that the student presented work not his or her own.

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.

GRADING SYSTEM

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 "F" 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) to graduate.

The table below serves as the basic numeric standard or percentage that faculty use in evaluating student performance. Grading systems may vary according to discipline and instructor preferences. Some grading practices recalculate "on the curve", while others use only letter grades without assigning numeric values, and still other grading protocols may exist. Although other systems may exist, they will not be stricter than the standards set below. In all cases of variance from these standards, the instructor will explain the grading system clearly on the course syllabus.

Grade	Percentage	Quality Points
A	≥ 93.00	4.00
A-	90.00 – 92.99	3.67
B+	87.00 – 89.99	3.33
B	83.00 – 86.99	3.00
B-	80.00 – 82.99	2.67
C+	77.00 – 79.99	2.33
C	73.00 – 76.99	2.00
C-	70.00 – 72.99	1.67
D+	67.00 – 69.99	1.33
D	63.00 – 66.99	1.00
D-	60.00 – 62.99	0.67
F	< 60.00	0.00

Other Grades with No Grade Points that do not Affect GPA:

I	Incomplete; no credit, no grade points until changed to one of the grades listed in line 2a above.
NC	Non-credit; to be used only for non-credit courses (does not affect GPA).
AW	Administrative Withdrawal; this grade is issued only by the Registrar (does not affect GPA).
AU	Audit; no grades or grade points are given.
P	Pass; course credit but no grade points (does not affect GPA).
W	Withdraw; no credit, no grade points
WL	Withdraw Leave; no credit, no grade points
WE	Withdraw Excused; no credit, no grade points

REPORT OF GRADES

The Registrar’s Office makes grades available to students via the Student Information System at the end of each term.

INCOMPLETE WORK

A grade of “Incomplete” is applied to work of acceptable quality when all the course work has not been completed because of illness or other legitimate reasons. It is never applied to work which, up to the time a grade is to be given, is of failing quality. A “Contract for Incomplete Grades” form with all required attachments and signatures must be submitted to the Registrar as soon as the need for an incomplete is determined, at the latest by the end-of-term deadline for submission of grades. An “Incomplete” must be completed by the last day of examinations of the following term. An extension may be granted for good and sufficient reason with the approval of the faculty member who issued the grade and the appropriate Dean/Director. If the student has not been granted an extension of time during which to complete the work, the Registrar will change the grade to “IF” for the course.

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.

The assessment of the quality of a student's academic performance is one of the major responsibilities of college faculty members. This assessment is solely and properly their responsibility. It is essential for the standards of the academic programs at American International College and the integrity of the degrees conferred by this institution that the professional judgments of faculty members not be subjected to pressures or other interference from any source.

It is presumed that the grade assigned by a faculty member is correct. Thus, the burden of proof that it is not correct or was improperly awarded rests on the student who files the appeal.

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. Appeal is available only for review of alleged arbitrary or capricious grading. "Arbitrary or capricious grading", as used herein, is limited to one or more of the following:

- The instructor failed to notify students in a clear and timely manner as to the basis for grade determination;
- The assignment of a final grade deviates substantially from the instructor's previously announced standards;
- The grade is assigned on some basis other than the student's performance in the course;
- There is demonstrable evidence of discrimination or prejudice in the final grade assignment;
- There was a demonstrable error in calculating the grade.

A grade appeal is not appropriate when a student simply disagrees with the faculty member's judgment about the quality of the student's work. Appeals are for grades received in a course, not for those received for individual assignments (though individual assignments may nonetheless be the basis of disputing the course grade). Appeals are for course grades after the end of the term. Appeals are not accepted in anticipation of course grades or because of final scheduling. A student who is uncertain about whether or not a grade should be appealed or needs additional information about the grade appeal process should contact the dean's office.

A course grade must be based on evidence of the student's academic performance. The student must have access to the evidence; the instructor must explain and interpret the evidence to the student. A single evaluative standard must be applied to all students in a course section. It is also expected that grades be determined in accordance with written guidelines provided by the instructor.

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, 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.

RESIDENCY 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.

LEAVE OF ABSENCE

A student must initiate a 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.

Students may request a leave of absence for an approved period of time, upon written request. A leave may be granted from studies for compelling reasons such as military service, family emergencies, financial, or health-related reasons. A leave of absence is appropriate when the student intends to return to the College to complete their degree program. A leave of absence does not normally extend beyond a 1-year term. Requests for a leave of absence must state the reason for such request and stipulate an anticipated date of return. All leaves of absence are requested by completing a Leave of Absence Form. A "WL" grade for each course in progress will be assigned to students with an approved leave of absence.

WITHDRAWAL FROM THE COLLEGE

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

Voluntary Withdrawal

A voluntary withdrawal is the status of a student who has chosen of his/her own accord to separate from the College. A student who voluntarily withdraws from the College must notify the Registrar's Office AND the Vice President of Student Affairs at the time of withdrawal.

Excused Withdrawal

Occasionally, students will need to withdraw from the College due to rare and difficult circumstances such that further pursuit of academics is either impractical or extraordinarily challenging. For this reason, and after filing the appropriate withdrawal paperwork, students may petition to have the withdrawal coded as extraordinary. In doing so, the transcript will be noted with a "WE" notation indicating that the withdrawal was for circumstances beyond the student's control. The WE may **only** be applied to all courses in a term.

In order to initiate a petition, students must be able to demonstrate the circumstances which are extraordinary and beyond their control. Valid reasons, include, but are not limited to: death in the immediate family, personal/familial illness, being called to active duty, substantive change in work schedule. Please note this is not a comprehensive list. Inability to pay tuition or receiving "F" grades at mid-terms/final are never valid reasons for an excused withdrawal.

Students may submit the petition for Excused Withdrawal along with their withdrawal paperwork. Relevant forms may be found in myAIC.

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 the AIC Student Information System Portal. Major elements of that publication include the following:

MATRICULATION

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

Definitions

Matriculation status is determined by the following definitions.

- Matriculated status is accorded to full-time and part-time students who are accepted for admission and officially recognized candidates for a degree. A student is considered first matriculated on the first day of the first class of his/her first term at AIC.
- Conditionally matriculated status is accorded to any student admitted under provisional acceptance, and is confirmed by a verified enrollment presence including official enrollment in at least one course that applies to that degree. A student is considered first matriculated on the first day of the first class of their first term at AIC. Conditional matriculated status is conferred by the Registrar in consultation with appropriate admission and academic administrators. A conditionally-matriculated student is accorded matriculated status once all requirements for matriculation have been met.

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.

- Full-time Status-Student is taking the required number of credits in his/her particular program to be considered full time.
- Part-time Status-A student who is taking fewer than the required number of credits in his/her particular program to be considered full-time.
- Special Student Status-A non-matriculated student enrolled for any number of term hours of academic credit in any given term is assigned special student status. (Updated December 13, 2011)

CHANGE OF GRADUATE PROGRAM

The matriculated student who wishes to change to another graduate program:

- Is required to submit a new "Application for Graduate Admission." The originally submitted transcripts, references and application fee will be applied to the new application.
- Will receive a new letter of acceptance or denial after the application has been reviewed.
- Will meet, upon acceptance, with his or her current Graduate Program Director and/or Dean to complete a "Change of Graduate Program" form, available from the Registrar and/or the Graduate Program Director.

STUDENT ADVISING

Each student at American International College is assigned an academic advisor who takes

an active interest in the academic progress of the student advisee. This includes aiding each advisee in making decisions regarding course registration, offering support to the advisee as various departmental issues are confronted, and referring the advisee requiring help to the appropriate resource. Each advisor is familiar with academic requirements, policies and regulations and provides each advisee with the information to enable them to make responsible academic choices. The student, however, has the ultimate responsibility to ensure that all requirements for graduation are met.

COURSE CHANGES

- Changes in course selection may be made at any time up to the end of the first week of any term, with the use of the official Add/Drop form, which requires the signature of the student's faculty Advisor or the Graduate Program Director.
- Additions made after the first week of any term may be made with the written approval of the Graduate Program Director and the course instructor.

WITHDRAWAL FROM INDIVIDUAL COURSES

- Withdrawal from courses is accomplished with the use of the official Add/Drop form which requires the signature of the student's faculty advisor or the Graduate Program Director. The form is available in the Office of the Registrar.
- Up until 75%-completed of a term ("Last Day to Withdraw from a course"), a student may withdraw from a course without affecting the Cumulative Grade Point Average; such a course will be marked "W" on the student's record.

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	Percentage	Grade Points
A	≥93.00	4.00
A-	90.00-92.99	3.67
B+	87.00-89.99	3.33
B	83.00-86.99	3.00
B-	80.00-82.99	2.67
C+	77.00-79.99	2.33
C	73.00-76.99	2.00
F	≤72.99	0.00

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.

To maintain satisfactory academic standing, graduate students must make satisfactory progress toward their degrees and have a minimum cumulative grade point average (GPA) of B (3.00 on a 4.00 point scale). Certain graduate programs may have requirements above the College minimum for maintaining satisfactory academic standing. Students who fall below the GPA requirement of their program or college are placed on academic probation.

A course grade below 73 (C) cannot be used to fulfill degree requirements. Certain graduate programs may have requirements above the College minimum. Grades below 73 are considered failing, with a grade of "F" awarded. No credit is earned for such courses and "0" quality points are calculated into the GPA.

Students whose GPA falls below 3.0 are notified by letter that they are on academic probation, and are given one additional semester to bring their GPA up to a 3.0; failure to do so, may result in dismissal from the college. A student who fails to meet the criterion for removal from probationary status or earns a grade of less than B- in more than two courses may be dismissed from the College by action of the Executive Vice President for Academic Affairs, upon the recommendation of the Dean and Graduate Program Director.

ACADEMIC REQUIREMENTS

A degree candidate must have a minimum average of "B" (Cumulative Grade Point Average of 3.00, except for the doctoral program which requires 3.50).

Each student must satisfy the academic requirements of the program in which he/she is matriculated.

The total minimum number of term hours of graduate credit required for a graduate degree in any program is 30.

CHANGE OF ACADEMIC REQUIREMENTS AFTER MATRICULATION

A change in the academic requirements of the program may affect the graduation requirements for the program according to the specific program of study.

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/dean.

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.

The assessment of the quality of a student's academic performance is one of the major responsibilities of college faculty members. This assessment is solely and properly their responsibility. It is essential for the standards of the academic programs at American International College and the integrity of the degrees conferred by this institution that the professional judgments of faculty members not be subject to pressures or other interference from any source.

It is presumed that the grade assigned by a faculty member is correct. Thus, the burden of proof that it is not correct or was improperly awarded rests on the student who files the appeal.

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. Appeal is available only for review of alleged arbitrary or capricious grading. "Arbitrary or capricious grading," as used herein, is limited to one or more of the following:

- The instructor failed to notify students in a clear and timely manner as to the basis for grade determination;
- The assignment of a final grade deviates substantially from the instructor's previously announced standards;
- The grade is assigned on some basis other than the student's performance in the course;
- There is demonstrable evidence of discrimination or prejudice in the final grade assignment;
- There was a demonstrable error in calculating the grade.

A grade appeal is not appropriate when a student simply disagrees with the faculty member's judgment about the quality of the student's work. Appeals are for grades received in a course, not for those received for individual assignments (though individual assignments may nonetheless be the basis of disputing the course grade). Appeals are for course grades after the end of the term. Appeals are not accepted in anticipation of course grades or because of final scheduling. A student who is uncertain about whether or not a grade should be appealed or needs additional information about the grade appeal process should contact the dean's office.

A course grade must be based on evidence of the student's academic performance. The student must have access to the evidence; the instructor must explain and interpret the evidence to the student. A single evaluation standard must be applied to all students in a course section. It is also expected that grades be determined in accordance with written guidelines provided by the instructor.

Additional information on the Grade Appeals Process may be found in the Graduate Academic Regulations document on MyAic.

INCOMPLETE WORK

A grade of "Incomplete" (I) is applied to work of acceptable quality when all of the course work has not been completed because of illness or other legitimate reasons. It is never applied to work

which, up to the time the grade is to be given, is of failing quality. A “Contract for Incomplete Grades” form with all required attachments and signatures must be submitted to the dean/director of the school in which the course is offered and to the Registrar as soon as the need for an incomplete is determined. The deadline is the last date in which a faculty member can assign grades in that course, within the current term. An “Incomplete” (I) must be completed by the last day of examinations of the following term. An extension may be granted for good and sufficient reason with the approval of the faculty member who issued the grade and the appropriate Dean/Graduate Program Director. An “Incomplete” is not used in calculating the Cumulative Grade Point Average. If the student has not been granted an extension of time during which to complete the work, the Registrar will change the grade to “IF” for the course. In determining the student’s Cumulative Grade Point Average an “IF” is the equivalent of an “F” (no grade points).

Application for Graduation

Each student who plans to earn a graduate degree must file the appropriate form with the Registrar according to the dates published by the Office of the Registrar.

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.

ACADEMIC INTEGRITY

American International College is firmly committed to students understanding the value of their education. The value of one’s education is compromised if the integrity of the grading system is violated, as is the case when academic dishonesty is tolerated. To this end, it is necessary to assure that students honestly represent their work. The student has full responsibility for the content and integrity of all academic work. It is every student’s responsibility to be familiar with the Academic Integrity Policy of the College. Neither ignorance nor misunderstanding of the policy excuses violations of academic integrity.

The standard at American International College is that:

- Students are to perform their own academic work according to the standards set by faculty members, departments, schools and the College, and
- Academic dishonesty, including cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted.
- It is the intent of the Academic Integrity Policy to define academic dishonesty, to provide appropriate sanctions, to provide procedures that impose sanctions which are fair and realistic, to provide safeguards for any student suspected of academic dishonesty, and to coordinate the Policy with the procedures of the Student-Faculty Appellate Court.

Definitions

As used in this policy, “cheating” means to present as one’s own the work of another either by false representation of the work as one’s own or concealment of the fact that it is not one’s own.

As defined above, “cheating” includes but is not limited to:

- Obtaining, retaining, or using partial or whole copies of examinations, tests or quizzes before these are distributed for student use;
- Using notes, textbooks, or other information in examinations, tests and quizzes (except as expressly permitted);
- Obtaining or using confidential information about examinations, test or quizzes other than released by the instructor;
- Using or exchanging information during examinations, tests and quizzes, other than expressly permitted by the instructor;
- Presenting data or other material gathered by another person or group as one's own;
- Falsifying experimental data or information;
- Having another person take one's place for any academic performance without the specific knowledge and permission of the instructor;
- Cooperating with or assisting others to do one or more of the above, or
- Using a substantial portion of a piece of work previously or also submitted for another course or program without notification to the instructor to whom the work is presented (e.g., submitting substantially the same paper for two different course as if it were unique for each course).

“Plagiarism” means to take and present as one's own a significant portion of the ideas or works of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source or the ideas or works.

As defined above, “plagiarism” includes but is not limited to:

- The copying of words, sentences, paragraphs, and even ideas directly from the work of another person without proper credit;
- The copying of illustrations, figures, photographs, drawings, models, or other visual and non-verbal materials (including recordings) of another without proper credit, or
- The presentation of work prepared by another in final or draft form as one's own source (e.g., purchased research papers).

Standards and Tests

The standards and tests for determination of an act of cheating or plagiarism under this Policy are as follows:

- The burden of establishing the fact of cheating or plagiarism is on the person who claims the act took place, although the instructor may require additional information from the student (beyond that required from the class as a whole or for the purposes of the assignment itself) in order to evaluate the integrity of the academic work;
- The test of whether the evidence is sufficient to sustain a finding of cheating or plagiarism is that the preponderance of evidence must be clear and convincing;
- A finding of cheating or plagiarism is a finding that the student presented work not his or her own.

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.

WITHDRAWAL FROM THE COLLEGE

A student must initiate formal withdrawal from the college with the Office of the Registrar. A voluntary withdrawal is the status of a student who has chosen of his/her own accord to separate from the College. A student who voluntarily withdraws from the College must notify the Registrar's Office AND the Vice President for Student Affairs at the time of withdrawal.

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.

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 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

(All Bachelor's level students must complete the general education requirements.)

Orientation (1-3 credits)	
AIC1100	Introduction to ACE
AIC1140	The Undergraduate Experience
HON1104	First Semester Honors Seminar
Communication Skills (6 credits)	
ENG1201 or ENG1601	English Composition or Advanced First-Year Composition
ENG1202 or ENG1602	Analytical Writing or Advanced First-Year Composition and Literature
Literature (3 credits)	
Any ENG 2-level or higher literature course	
Scientific Awareness (8 credits)	
BIO Any 1000-level lab course	
BIO1400 BIO1500 Restricted to Biology majors or with permission from instructor	Biology I w/Lab Biology II w/Lab
CHE1100	Chemistry and Society I

CHE1110	Chemistry and Society II
CHE1200	Introduction to Chemistry
CHE1600	General Chemistry I
CHE1700	General Chemistry II
PHY1010	Science for the 21 st Century
PHY1020	Earth Science for the Liberal Arts
PHY1030	Physics: From Playground to Battlefield
PHY1050	Astronomy for the Liberal Arts
PHY1600	General Physics I
PHY1800	General Physics II
Cultural Awareness (6 credits)	
ART1000	History of Art
ART1010	Aesthetic Experience in the Contemporary Visual Arts
ART1030	Art Appreciation Through Drawing
ART1100	Art Appreciation Through Painting
ART1120	Craft and Design
COM2460	History of Photojournalism
COM3290	Great Directors
HON2210	Honors Seminar in the Field of Cultural Awareness
IBS1420	Diverse Cultures of the World
MUSXXXX	Any course
PHI1000	Introduction to Critical Thinking
PHI1200	Introduction to Philosophy
PHI1400	Philosophy through Literature
PHI2010	World Religion
PHI2030	Spirituality, Religion and Healing
THR1400	Introduction to Theater
VDA2640	Cultivating Creativity
Any elementary or intermediate foreign language, including sign language	
Social Awareness (12 credits)	
ECO1000	Survey of Economics
ECO1010	World Economic Geography
ECO1401	Principles of Economics I
ECO1402	Principles of Economics II
HON2220	Honors Seminar in the Field of Social Awareness
HRD2000	Introduction to Human Relations
HST1400	Western Civilization I
HST1410	Western Civilization II
HST1420	World History I (to 1500)
HST1430	World History II (since 1400)
HST1500	World History
HST1510	U.S. History to 1877
HST1520	U.S. History Since 1877

HST2440	Civilization of the Ancient Mediterranean
POL1000	Introduction to Political Science
POL1400	Introduction to American Politics
POL1500	Comparative Politics
PSY1401	General Psychology I
PSY1501	General Psychology II
SOC1010	Introduction to Anthropology
SOC1100	Introduction to Sociology
SOC1400	Social Problems
Information Literacy (3 to 6 credits)	
COM2200	Information and Technology
<i>Or for business majors:</i>	
MIS1220	Applications of Microcomputers
BUS1407	Business Communications
Quantitative Reasoning (3 credits)	
PSY2302 or CRJ2302	Statistics Statistics
MAT1310	Statistics in Occupational Therapy
MAT1430	Foundations of Statistics
MAT2004	Biostatistics
MAT2030	Statistical Analysis for Business Decisions

SCHOOL OF BUSINESS, ARTS AND SCIENCES

Susanne T. Swanker, PhD, Dean

Mission

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

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

DEGREE PROGRAMS

Associate Degrees

- Associate of Arts (AA)
- Associate of Science (AS)

These degrees are conferred upon students who have satisfactorily completed 60 semester hours of academic work.

Majors

- Liberal Arts (AA)*
- Liberal Studies/Early Childhood Focus (AS)
- *Available only as a part-time, evening option

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. The Liberal Arts (AA) program is only available as a part-time evening option.	
Major Requirements:	
ENG1201	English Composition I
ENG1202	Analytical Writing
ENGXXXX	Literature
Scientific Awareness	Four (4) credits from General Education Requirements
Social Awareness	Twelve (12) credits from General Education Requirements
Cultural Awareness	Twelve (12) credits from General Education Requirements
MIS1210	Introduction to Management Information Systems
Electives	Twenty-one (21) general electives

LIBERAL STUDIES/EARLY CHILDHOOD FOCUS (AS)	
This is a program for undergraduates seeking to work in a preschool or daycare setting. The curriculum conforms to the standards set by the NAEYC (National Association for the Education of Young Children) and the Core Competency Areas for Early Education and Care set by the Massachusetts Department of Early Childhood and Care. Students may transition to the BA-BS/MEd program upon completion.	
Major Requirements	
<i>First Year:</i>	
AIC1140	The Undergraduate Experience
ARTXXXX	Selected from General Education Requirements
ECO1010	World Economics Geography
ENG1201	English Composition
ENG1202	Analytical Writing

MIS1220	Applications of Microcomputers
MUSXXXX	Any Music course
POL1400	Introduction to American Politics
PSY1401	General Psychology I
Lab Science	Selected from General Education Requirements
SOC1100	Introduction to Sociology
<i>Second Year:</i>	
ENG2410	Western World Literature I
ENG2430	Survey of American Literature
HST1500	World History
MAT1200	Elements of Mathematics
EDU2102	Introduction to Education: Fieldwork
Additional Cultural Awareness	
EDC208	Internship in Early Childhood
EDC209	Foundations of Professional Practice

BACHELOR DEGREES

Bachelor of Arts
Bachelor of Science
Bachelor of Science in Business Administration

These degrees are conferred upon students who have satisfactorily completed a minimum of 120 semester hours of academic work and have fulfilled general education and major requirements.

BACHELOR OF ARTS MAJORS

American Studies
Communication
English
History
International Studies
Liberal Arts**
Liberal Studies
Political Science
Social Sciences*
Sociology
Theater Arts
Visual and Digital Arts

BACHELOR OF SCIENCE MAJORS

Biology
Biochemistry
Chemistry
Criminal Justice
Human Biology
Interdisciplinary Science
New Media
Psychology

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION MAJORS

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

*May be completed part-time, evening

**Only available as part-time, evening

MINORS

Students may 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/division chairs and to the program description section.

Accounting	Biology
Biochemistry	Chemistry
Communication	Criminal Justice
Economics and Finance	Education - Early Childhood
Education - Elementary	Education –Middle School
Education – Moderate Disabilities	Education – Secondary
General Business (for non-business majors only)	English
Fraud and Financial Crimes	Healthcare Management
History	International Business
International Studies	Management
Management Information Systems	Marketing
Mathematics	Photography
Political Science	Psychology
Sociology	Sports and Recreation Management
Theater Arts	Visual and Digital 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.

BACHELOR OF ARTS DEGREE MAJORS AND MINORS

AMERICAN STUDIES (BA)	
<p>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.</p>	
Learning Outcomes	
<ul style="list-style-type: none"> • Demonstrate familiarity with important ideas and values shaping American history and culture, including an awareness of the conflicts among these ideas and values • Demonstrate an awareness of the cultural diversity in the United States, especially across issues of class, ethnicity, gender, race and religion, and the resultant varieties of experiences of American life and values • Demonstrate an ability to analyze themes in American culture from the perspective of more than one discipline • Demonstrate familiarity with the field of American Studies • Demonstrate an ability to communicate orally and in writing about American culture 	
Major Requirements	
ASM1XXX	Introduction to American Studies
ENG3400	Major Authors in American Literature, 1492 - 1865
ENG3410	Major Authors in American Literature, 1865 - Present
HST1510	United States History I (to 1877)
HST1520	United States History II (since 1877)
POL1400	Introduction to American Politics
POL3700	American Political Thought
SOC1100	Introduction to Sociology
AMS4800	American Studies Seminar
<i>Additionally, students must choose one of the following concentrations and complete four courses within it.</i>	
<i>American Identity</i>	
ENG2520	African-American Literature
HST3413	American Radical Tradition
HST3430	African-American History I
HST3440	African-American History II
POL2630	Civil Liberties
SOC2600	Class, Status and Power
SOC3243	Race and Ethnic Relations
<i>American Law and Institutions</i>	
HST3500	Supreme Court in American History

POL2420	Presidency and Congress
POL2620	Public Law
POL2630	Civil Liberties
POL3400	Public Administration
SOC2420	Sociology of American Institutions
<i>Public Policy and Popular Culture</i>	
ECO1401	Principles of Economics I
HST3413	American Radical Tradition
POL2450	Political Parties
POL2500	American National Elections
POL2520	Politics, Media and Pressure Groups
POL3402	American Foreign Policy
SOC2600	Class, Status and Power

COMMUNICATION (BA)	
<p>The Communication major is designed to develop students' theoretical and practical skills related to this technologically, evolving field. This major prepares students for careers in print journalism, broadcasting, advertising and public relations, graphic and web design, and photography, while simultaneously providing students with the fundamentals of the Communication discipline. Ultimately, a Communication major understands the fundamentals of an evolving discipline.</p>	
Learning Outcomes	
<ul style="list-style-type: none"> • Understand and apply historical and theoretical frameworks of communication. • Create ethical and responsible media. • Find and evaluate information and resources. • Be visually literate. • Know and employ individual and team presentation skills. • Thrive in a multicultural world and workplace. • Know and operate communications technologies. • Write, report, document and package information in a variety of appropriate formats, for print, broadcast and web. • Gain practical experience in an industry media outlet 	
Major Requirements	
COM1201	Introduction to Journalism I
COM1202	Introduction to Journalism II
COM1212	Introduction to Video Production
COM1281	Introduction to Mass Communication
COM1410	Digital Photography I
COM2630	Writing for Media
COM3240	Media Law and Ethics
COM4899	Internship (at least 3 credits or Study Abroad one semester)
<i>Choose one from the following courses:</i>	
COM1400	Introduction to Broadcasting
COM2401	Radio Programming and Production
<i>Additionally, one from the following courses:</i>	
COM3201	Public Relations
COM3680	Communication Research
MKT1450	Principles of Marketing I
	Plus a minimum of five additional courses at the 2000-level or higher in Communication or Visual and Digital Arts
Minor Requirements	
COM1281	Introduction to Mass Communication
COM1400	Introduction to Broadcasting
<i>Choose one from the following courses:</i>	
COM1201	Introduction to Journalism I

COM2630	Writing for Media
<i>And one from the following courses:</i>	
COM1212	Video Production
COM1410	Digital Photography
	Plus at least two elective courses in Communication or Visual and Digital Arts

ENGLISH (BA)

The program 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.

Learning Outcomes

- Students will demonstrate an awareness of language as a means of clarifying thinking, determining value, communicating information, and influencing the views of others.
- Students will distinguish between ethical and unethical uses of language, demonstrate skepticism and curiosity by asking questions, and seek and evaluate the evidence that underlies claims.
- Students will demonstrate an awareness of how values and perspectives shift over time, and how they shift according to nationality, race, ethnicity, religion, gender, sexual preference, age, social class, and ability grouping. They will also demonstrate an understanding of the relationships among language, knowledge, and power.
- Students will demonstrate an appreciation for writing as a means of knowing, develop an ability to do close, analytical reading, and use reasoning to analyze, criticize, develop, and defend arguments.
- Students will demonstrate an ability to formulate a research question, to locate and evaluate sources, and to synthesize and converse with these sources in the context of a research paper. They will demonstrate the ability to cite the work of others in Modern Language Association or other appropriate citation styles and use information ethically and responsibly.
- Students will demonstrate effective writing skills in various formats and for various purposes, effective oral communication skills, and be aware that it usually takes multiple drafts to create and complete a successful text.
- Students will develop insight (especially through reading) into one's own and others' behavior and thinking processes. They will also reflect (especially in writing) on their experiences and find meaning in them. They will also develop the ability to deal with other people in a civil and appropriate manner.
- Students will engage in career planning and development by developing realistic goals for implementing one's knowledge, skills, and values in occupational pursuits. They will also identify and develop skills and experiences that will help in achieving these career goals. In addition, students will use electronic environments to draft and compose.

Major Requirements

ENG2410	Western World Literature I
ENG3800	Shakespeare
ENG4200	Writing Seminar
ENG4375	Approaches to Literary Study

<i>Plus, all English majors must take three of the four following courses:</i>	
ENG3400	Major Authors in American Literature, 1492-1865
ENG3410	Major Authors in American Literature, 1865-Present
ENG3480	Major British Authors from 800 to 1780
ENG3490	Major British Authors from 1780 to the Present
<i>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:</i>	
<i>Language and Rhetoric</i>	
ENG2280	Professional and Technical Writing
ENG4411	History of the English Language
<i>Genres</i>	
ENG3210	The Drama in English
ENG3280	The Novel in English
ENG3282	Verbal and Visual Languages
ENG3290	The Short Narrative
ENG3377	Modern Poetry
ENG3430	Women Writers
ENG3440	Children's Literature
ENG3450	Environmental Literature
	One of the four American and English literature 3000-level surveys in addition to the three taken to meet the core
<i>Literature Other Than British and American</i>	
ENG2400	The French Perspective
ENG2420	Western World Literature II
ENG2500	Literature of the Non-Western World
ENG3380	The Bible As Literature
Minor Requirements	
ENG2410	Western World Literature I
ENG3800	Shakespeare
ENG3XXX	One 3000-level course in American literature
ENG3XXX	One 3000-level course in British literature
ENG3XXX	Any 2000- or 3000-level English course in literature
ENG3XXX	Any 2000- or 3000-level English course in literature

ENGLISH/EDUCATION (BA)	
The program is designed for students who wish to become middle-school or high-school teachers of 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 should work with advisors in both English and Education.	
Major Requirements	
ENG2410	Western World Literature I
ENG3800	Shakespeare
ENG4200	Writing Seminar
ENG4375	Approaches to Literary Study
<i>Plus, the four following courses:</i>	
ENG3400	Major Authors in American Literature, 1492-1865
ENG3410	Major Authors in American Literature, 1865-Present
ENG3480	Major British Authors from 800 to 1780
ENG3490	Major British Authors from 1780 to the Present
<i>In addition, majors must also complete a minimum of 12 additional credit hours in English at the 2000- or 3000-level, including :</i>	
<i>Language and Rhetoric</i>	
ENG4411	History of the English Language
<i>Genres</i>	
ENG3440 (recommended)	Children's Literature (recommended)
Either ENG2420 or ENG2500	Western World Literature II or Literatures of the Non-Western World
<i>English/Education Majors must also take the following courses in EDU and PSY:</i>	
EDU2102	Introduction to Education: Fieldwork
EDU2103	The MTEL Prep Course
EDU3201	Principles of Education: Middle/Secondary
EDU3321	Introduction to Special Education
EDU4320	Reading & Communication in Middle & Secondary Schools
PSY1401	General Psychology I
PSY1501	General Psychology II
PSY2408	Adolescent Psychology
PSY2450	Developmental Psychology
PSY2620	Educational Psychology

HISTORY (BA)	
<p>A major or minor in history can serve as either the basis for a general liberal arts education or as preparation for advanced studies in such fields as history, journalism, law, public affairs, 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 major in History/Education and to work with advisors in both the History and Education Departments.</p>	
Learning Outcomes	
<p>The following are learning outcomes for successful completion of the history major:</p> <ul style="list-style-type: none"> • Engage in historical analysis, inquiry, and research, and effectively communicate the results orally and in writing • Understand the complex nature of the historical record • Demonstrate a sense of historical empathy • Employ historical thinking as part of informed citizenship 	
Major Requirements	
HST1420	World History I (to 1500)
HST1430	World History II (since 1400)
HST1510	United States History to 1877
HST1520	United States History since 1877
HST2631	Introduction to Historical Research and Writing
HST4697	Senior Project
PHI1000	Introduction to Critical Thinking
	At least one foreign written language course (modern or classical)
	Two of the Following Courses: HST 2440 Civilization of the Ancient Mediterranean HST 2601 Knights, Popes, and Ladies: The Middle Ages HST 2XXX Early Modern Europe 1450-1789 HST 2XXX Modern Europe 1789 to the Present HST 2610 European Integration
	Plus 15 additional credit hours in history at the 3000-level or above (in addition to the capstone course, HST4697 Senior Project), including: (1) at least one course on any topic of Western civilization; (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 Requirements	
Six (6) courses in history, including at least two courses on the 1000 or 2000 level plus HST2631 Introduction to Historical Research and Writing.	

HISTORY/EDUCATION (BA)	
The program is designed for students who wish to become middle-school or high-school	

teachers of History. 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 History. Students should work with advisors in both History and Education.

Learning Outcomes

Students will:

- Engage in historical analysis, inquiry, and research, and effectively communicate the results orally and in writing;
- Understand the complex nature of the historical record;
- Demonstrate a sense of historical empathy;
- Employ historical thinking as part of informed citizenship
- Understand the unique developmental needs of middle and high-school students within the educational setting.
- Recognize the value of curriculum knowledge, prior planning, and assessment strategies within middle and high-school settings.
- Engage in exploration of pedagogy and best practice methods of education through direct experiences within diverse educational environments at the middle or high-school levels.
- Demonstrate an understanding regarding the importance of empirically based evidence in the field of education as the basis for the expansion of knowledge as a crucial foundation for dynamic and effective teaching.

History Requirements

HST1420	World History I (to 1500)
HST1430	World History II (since 1400)
HST1510	United States History to 1877
HST1520	United States History since 1877
HST2631	Introduction to Historical Research and Writing
HST4697	Senior Project
PHI1000	Introduction to Critical Thinking
	At least one foreign written language course (modern or classical)
	Two of the Following Courses: HST 2440 Civilization of the Ancient Mediterranean HST 2601 Knights, Popes, and Ladies: The Middle Ages HST 2XXX Early Modern Europe 1450-1789 HST 2XXX Modern Europe 1789 to the Present HST 2610 European Integration
	Plus 15 additional credit hours in history at the 3000-level or above (in addition to the capstone course, HST4697 Senior Project), including: (1) at least one course on any topic of Western civilization; (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.

Education Requirements

EDU2102	Introduction to Education: Fieldwork
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EDU2103	The MTEL Prep Course
EDU3201	Principles of Education: Middle/Secondary
EDU3321	Introduction to Special Education
EDU4320	Reading & Communication in Middle & Secondary Schools
PSY1401	General Psychology I
PSY1501	General Psychology II
PSY2408	Adolescent Psychology
PSY2450	Developmental Psychology
PSY2620	Educational Psychology
Other Requirements	
	Any 1000-level Course in Economics (including ECO1010 World Economic Geography)
POL1000	Introduction to Political Science

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. Graduates are prepared for an extensive range of careers in today's global community such as law, journalism, public affairs, or foreign service. International Studies is a foundation for a career in politics and non-governmental agencies, or for pursuing graduate studies in business, economics, history, law, or political science.	
Learning Outcomes	
The following are learning outcomes for successful completion of the international studies major:	
<ul style="list-style-type: none"> • Demonstrate an interdisciplinary knowledge of world affairs • Develop international cultural competencies, including empathy for cultural differences • Acquire critical-thinking and communications skills • Use their competencies to become good global citizens 	
Major Requirements	
Modern foreign language study (American Sign Language not eligible) through at least the intermediate-level, is required, with a strong recommendation for eight semesters. May be waived at the discretion of the program chairperson if student demonstrates fluency in a second language.	
POL1500	Comparative Politics
POL2410	International Relations
INS4800	International Studies Seminar (with chairperson's permission, repeatable once to replace a course in a specialization requirement)
<i>Choose one of the following courses:</i>	
ECO1010	World Economic Geography
IBS1420	Diverse Cultures of the World
<i>and one of the following courses:</i>	
ECO1401	Principles of Economics I
IBS1400	Introduction to International Business
<i>Additionally, one from the following courses:</i>	
HST1430	World History II (since 1400)
HST2690	Twentieth-Century Global History
<i>Selection of a specialization consisting of at least four courses in one of the following areas (additional specializations and course</i>	

<i>substitutions possible subject to approval by program chairperson):</i>	
<i>The International Economy</i>	
ECO1401	Principles of Economics I
ECO1402	Principles of Economics II
ECO2400	International Economics
ECO3250	Comparative Economic Systems
IBS1400	Introduction to International Business
IBS3410	International Marketing
IBS4430	International Organizations and Administration
POL3460	Nations and Corporations
<i>International Conflict and Diplomacy</i>	
HST2610/POL2610	European Integration
HST2690	Twentieth-Century Global History
HST3325/POL3325	The First World War
HST3327/POL3327	The Second World War
HST3401	The Cold War
HST3411	History of Warfare
POL1400	Introduction to American Politics
POL3410	International Institutions
POL3412	Contemporary Problems in International Relations
POL3402	American Foreign Policy
POL3420	Principles of International Law and Diplomacy
<i>European Studies</i>	
HST1510	U.S. History to 1877
HST2610/POL2610	European Integration
HST3325/POL3325	The First World War
HST3327/POL3327	The Second World War
HST3401	The Cold War
HST3402	Modern Germany
HST3661/POL3661	History of Political Thought II/Political Philosophy II
	Any modern European language literature or literature in translation course
INS4800	International Studies Seminar (with chairperson's permission, repeatable once to replace a course in a specialization requirement)
INS4890 Study Abroad and INS4899 Internship also may be used with the chairperson's permission to fill a specialization requirement.	
Minor Requirements	
INS4800	International Studies Seminar
POL1500	Comparative Politics
POL2410	International Relations
<i>Choose one from the following</i>	

<i>courses:</i>	
ECO1401	Principles of Economics I
IBS1400	Introduction to International Business
<i>and one from the following courses:</i>	
ECO1010	World Economic Geography
IBS1420	Diverse Cultures of the World
<i>Additionally, one from the following courses:</i>	
HST1500	World History II (since 1400)
HST2690	Twentieth-Century Global History

LIBERAL ARTS (BA)	
<p>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.</p>	
Major Requirements	
ENG1201	English Composition I
ENG1202	Analytical Thinking
ENG2XXX	Literature
ENG2213	Public Speaking
Scientific Awareness	Eight (8) credits from General Education Requirements
Social Awareness	Nine (9) credits from General Education Requirements
Cultural Awareness	Nine (9) credits from General Education Requirements
MIS1210	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
<p>*Approved concentrations: English, history, mathematics, political science, psychology, sociology</p>	

LIBERAL STUDIES (BA)	
This is an interdisciplinary major designed primarily for 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. (Note: these requirements are for those students majoring in Liberal Studies only, not for those students majoring in both Liberal Studies and Education.)	
Major Requirements	
Three (3) literature courses, including:	
<i>One course in American literature:</i>	
ENG2430	Survey of American Literature
ENG3400	Major Authors in American Literature, 1492 - 1865
ENG3410	Major Authors in American Literature 1865 - Present
<i>One course in Western literature:</i>	
ENG2410	Western World Literature I
ENG2420	Western World Literature II
<i>Any third course in literature</i>	
<i>Two (2) lab science courses, including:</i>	
One lab science course in the physical sciences (CHE or PHY)	
One lab science course in the life sciences (BIO)	
<i>Three (3) courses meeting the general education requirements in Cultural Awareness.</i>	
Six (6) Social Awareness courses, including:	
ECO1010	World Economic Geography (non-Education majors may substitute any economics course)
HST1420	World History I
HST1510 or 1520	One course in U.S. History
POL1400	Introduction to American Politics
PSY1401	General Psychology I
<i>One additional course meeting the General Education requirements in social awareness.</i>	
And	
MATXXXX	One Math Course (usually MAT 1200)
Liberal Studies majors (with the exception of those students who are majoring in both Liberal Studies and Education) must earn a minor in any of the traditional liberal arts fields in which the college offers advanced courses (biology, chemistry, economics, English, history, mathematics, philosophy, political science, psychology, sociology, or Spanish.) The student must take a minimum of five courses at the 2000- or 3000-level within his or her minor field. The student must also take two additional 3000-level courses in any of the traditional liberal-arts fields. These last two courses need not be in the same field as the student's minor.	

LIBERAL STUDIES/EDUCATION (BA)	
This is an interdisciplinary major designed primarily for students wishing to teach at the elementary-level, including early childhood education and special education. .	
Major Requirements	
Three (3) literature courses, including:	
<i>One course in American literature:</i>	
ENG2430	Survey of American Literature
ENG3400	Major Authors in American Literature, 1492 - 1865
ENG3410	Major Authors in American Literature 1865 - Present
<i>One course in Western literature:</i>	
ENG2410	Western World Literature I
ENG2420	Western World Literature II
ENG4411 (note ENG 3440 is also recommended)	History of the English Language
Three (3) lab science courses, including:	
One lab science course in the physical sciences (CHE or PHY)	
One lab science course in the life sciences (BIO)	
One lab science course in earth science (PHY1020 or PHY1040)	
Three (3) courses in Cultural Awareness, including:	
one course each in music and art.	
Six (6) Social Awareness courses, including:	

ECO1010	World Economic Geography
HST1420	World History I (HST 1430 is also recommended)
HST 1510	US History to 1877
HST 1520	US History Since 1877
POL1400	Introduction to American Politics
PSY1401	General Psychology I
And two Math courses:	
MAT1200	Elements of Mathematics
MAT1201	Elements of Math II
All Liberal Studies/Education Majors will need the following EDU and PSY courses:	
EDU2102	Introduction to Education: Fieldwork
EDU2103	The MTEL Prep Course
EDU3200 or3201	Principles of Education
EDU3321	Introduction to Special Education
PSY 1501	General Psychology II
PSY2450	Developmental Psychology
PSY2620	Educational Psychology
EDU4300	Teaching Reading and Language Arts
EDU4301	Teaching Mathematics
EDU4302	Multisensory Teaching of Language Skills

EDU 4341	Assessment and Curriculum for Early Childhood
Elementary and Moderate Disabilities Aspirants will also need:	
EDU4300	Teaching Reading and Language Arts
EDU4301	Teaching Mathematics
EDU4302	Multisensory Teaching of Language Skills

POLITICAL SCIENCE (BA)	
<p>In both the major and minor in political science, students learn about the impact of public decisions at local, national and international levels on pressing issues of the day. The curriculum includes theoretical courses, which entertain topics such as justice and rights, and practical ones, which can focus on particular governmental systems or policies. To accommodate students' interests, 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 science provides a sound basis for a career in such diverse fields as diplomacy, journalism, public administration, law, education, and business.</p>	
Learning Outcomes	
<ul style="list-style-type: none"> • Cultivate analytical, research and communicative skills • Develop the ability to analyze issues from multiple perspectives (including international) • Develop a core of knowledge in the field of American politics • Develop a core of knowledge in the field of political theory • Develop a core of knowledge in the field of comparative politics • Develop a core of knowledge in the field of international relations 	
Major Requirements	
POL1400	Introduction to American Politics
POL1500	Comparative Politics
POL2410	International Relations
POL4870	Seminar in Political Science
PSY2302	Statistics
<i>and one from the following courses:</i>	
POL2620	Public Law
POL2630	Civil Liberties
<i>Plus 18 semester hours of additional political science courses at or above the 2000 level, including a minimum of six hours from:</i>	
POL3642	Issues in Modern Political Thought
POL3660	Political Philosophy I
POL3661	Political Philosophy II
POL3700	American Political Thought
Minor Requirements	
POL1400	Introduction to American Politics
POL1500	Comparative Politics
POL2410	International Relations
<i>Plus nine (9) additional credit</i>	

<i>hours in political science courses, including a minimum of three hours from:</i>	
POL3642	Issues in Modern Political Thought
POL3660	Political Philosophy I
POL3661	Political Philosophy II
POL3700	American Political Thought

SOCIAL SCIENCE (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.

Major Requirements

Students select three areas of concentration from the following areas:	Economics, history, political science, psychology, sociology
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

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. A major and a minor in sociology is offered as preparation for graduate studies or for careers in applied sociology, business, social work, law, and teaching, among others. Course offerings include cultural anthropology and social work.	
Learning Outcomes	
<ul style="list-style-type: none"> • Students will know sociological concepts and assumptions, demonstrate use of sociological explanations, and demonstrate ethical understanding around cultural relativism and social justice. • Students will understand how institutions and culture influence behavior and self-identity. • Students will be able to produce multidimensional descriptions of social situations, identify structural and interactional processes, and explain structural influences on events. • Students will be able to identify the basic approaches used in sociological research, assess the quality of research findings, critically read research articles, and design an empirical research study. 	
Major Requirements	
SOC1100	Introduction to Sociology
SOC1400	Social Problems
SOC2631	Sociological Research Methods
SOC2800	Classical Sociological Theory
Plus six additional upper-level sociology courses (18 credits)	
Minor Requirements	
SOC1100	Introduction to Sociology
SOC1400	Social Problems
SOC2631	Sociological Research Methods
SOC2800	Classical Sociological Theory
Plus two additional upper-level sociology courses	

THEATER ARTS (BA)	
<p>The Theater Arts program offers a Bachelor of Arts degree and a minor 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. The program produces two major productions each year and also offers internship and summer theater opportunities to students. The Theater Arts minor enables students to gain confidence, presence, poise, and a basic knowledge of theater arts. 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.</p>	
Major Requirements	
THR1400	Introduction to Theater
THR1420	Fundamentals of Acting
THR1430	Theater Workshop I (may be taken multiple times for 3 credits total)
THR2420	Styles of Acting
THR2430	Theater Workshop II (may be taken multiple times for 3 credits total)
THR2500	Scene Study
THR2600	Movement for the Actor
THR2610	Costume, Hair and Makeup Design, with laboratory
THR2620	Play Production, with laboratory
THR3200	Voice and Articulation
THR3210	Theater History I (Ancient Greeks – 1750)
THR3430	Theater Workshop III
THR3610	Theater History II (1750 – Present)
THR4610	Theater and Society
THR4810	Directing
THR4899	Theater Arts Internship (taken twice)
<i>Plus a minimum of 9 credits from the following:</i>	
COM1212	Video Production
ENG3800	Shakespeare
MUS1010	American Musical Theater
MUS1030	Opera Appreciation
THR3820	Dramaturgy
THR3830	Stage Management
Minor Requirements	
The Theater minor consists of 21 credit hours:	
THR1400	Introduction to Theater
THR1420	Fundamentals of Acting
THR1430	Theater Workshop I (3 credits)
<i>Choose one from the following courses:</i>	

THR2610	Costume, Hair and Makeup Design, with laboratory
THR2620	Play Production, with laboratory
<i>Choose two from the following courses:</i>	
THR2420	Styles of Acting
THR2500	Scene Study
THR2600	Movement for the Actor
THR3200	Voice and Articulation
THR4610	Theater and Society

VISUAL AND DIGITAL ARTS (BA)	
<p>The Visual and Digital Arts (VDA) major prepares students for creative careers in a wired world. Contemporary digital tools allow VDA majors to not only conceptualize and create content but also produce and publish multimedia visual communications projects. Along with developing these digital skills, students will engage in tactile art making experiences, as there is no substitute for what the hands can teach the brain about creativity. By choosing the Visual and Digital Arts major, students will come to see the world as artists and develop the ability to imagine what does not yet exist. The goal is not to “think outside of the box”, but rather, to create the box itself. Many of the courses in the VDA program emphasize creative problem solving and invention and prepare students with an adaptable mindset. These students will be ready to embrace new employment opportunities that will surely emerge in the current climate of fast-paced workplace evolution.</p>	
Learning Outcomes	
<ul style="list-style-type: none"> • Students will demonstrate proficiency with digital and traditional art tools. • Students will express ideas and concepts visually in multiple formats. • Students will gain practical experience in a professional setting. • Students will showcase mastery of their chosen specific arts discipline. 	
Major Requirements	
ART1000	History of Art
COM1212	Video Production
COM1281	Introduction to Mass Communication
COM1410	Digital Photography
COM2631	Visual Communication
COM2840	Internet Communication
VDA1800	The Vital Basics: Drawing, Painting and Sculpture
VDA2000	Business Know-how for the Entrepreneur
VDA2210	Digital Storytelling
VDA2613	Graphic Design 1
VDA2640	Cultivating Creativity
VDA3616	Graphic Design 2
VDA3601	Art and Culture: A Global Look
VDA4695	Capstone Experience in Visual and Digital Arts
VDA4899	Internship in Visual and Digital Arts
<i>In addition, students choose a concentration from the following areas:</i>	
<i>The Generalist</i>	
COM 3500	Reviewing the Arts
MUS1020	Jazz, Its Evolution and Impact
Choose one:	
THR1400	Introduction to Theater
THR1420	Fundamentals of Acting
<i>The Digital Specialist</i>	
VDA2860	Video Game Design

VDA2620	Animation
Choose one:	
COM2411	Digital Photography II
COM3661	Advanced Video Production
<i>The Studio Artist</i>	
ART1030	Art Appreciation Through Drawing
ART1110	Studio Painting or Art courses at the Springfield Museums equaling a minimum of 3 credits
VDA2300	The Art of Advertising
<i>The Journalist</i>	
COM1201	Introduction to Journalism
COM2460	History of Photojournalism
Choose one:	
COM2401	Radio Programming and Production
COM3411	Documentary Photography Projects
<i>The Marketer</i>	
COM3201	Public Relations
VDA2300	The Art of Advertising
Choose one:	
MKT1450	Principles of Marketing I
MKT3620	Social Media and Digital Marketing
Minor Requirements	
The Visual and Digital Arts Minor consists of 18 credit hours.	
COM1410	Digital Photography
VDA2210	Digital Storytelling
VDA2640	Cultivating Creativity
<i>Choose three from the following courses:</i>	
ART1000	History of Art
COM1281	Introduction to Mass Communication
COM2631	Visual Communication
COM2840	Internet Communication
VDA1800	The Vital Basics: Drawing, Painting and Sculpture
VDA2000	Business Know-how for the Entrepreneur
VDA2613	Graphic Design I
VDA2860	Video Game Design
VDA3601	Art and Culture: A Global Look

BACHELOR OF SCIENCE DEGREE PROGRAMS AND MINORS

BIOCHEMISTRY (BS)	
<p>The Biochemistry major is an integrated program combining focused studies in biology and chemistry, with supporting coursework in mathematics and physics. Those who complete this program will have a solid understanding of the fundamental principles by which nonliving matter comes together to form living organisms.</p>	
Learning Outcomes	
<ul style="list-style-type: none"> • To acquire knowledge of fundamental chemical and biochemical principles • To exhibit facility in the application of the fundamental principles of chemistry • To develop the skills to work competently and safely in the laboratory • To exhibit scientific literacy • To demonstrate professionalism and ethical standards in their demeanor and coursework 	
Major Requirements	
Course Number	Course Title
CHE1600	General Chemistry I, with review and laboratory
CHE1700	General Chemistry II, with review and laboratory
CHE2200	Introduction to the Scientific Literature
CHE2400	Organic Chemistry I, with laboratory
CHE2500	Organic Chemistry II, with laboratory
CHE2600	Analytical Chemistry, with laboratory
CHE3400	Physical Chemistry I, with laboratory
CHE3500	Physical Chemistry II, with laboratory
CHE4200	Biochemistry I, with laboratory
CHE4300	Biochemistry II, with laboratory
CHE4840	Senior Seminar
MAT2400	Calculus I
MAT2500	Calculus II
MAT2004	Biostatistics
PHY1600	General Physics I, with review and laboratory
PHY1800	General Physics II, with review and laboratory
<i>Additionally, any two of the following courses:</i>	
BIO1400	Biology I
BIO3450	Genetics
BIO4030	Molecular Biology
<i>Plus four (4) credit hours from the following, including one credit of laboratory:</i>	
CHE3600	Advanced Inorganic Chemistry
CHE3601	Advanced Inorganic Laboratory
CHE3650	Spectroscopy of Organic Compounds

CHE3651	Advanced Organic Laboratory Techniques
CHE4050	Instrumental Analysis, with laboratory
CHE4600	Physical Biochemistry, with laboratory
CHE1600	General Chemistry I, with laboratory and review
CHE1700	General Chemistry II, with laboratory and review
CHE2400	Organic Chemistry I, with laboratory
CHE2500	Organic Chemistry II, with laboratory
CHE4200	Biochemistry I
CHE4300	Biochemistry II
Minor Requirements	
CHE1600	General Chemistry I, with laboratory and review
CHE1700	General Chemistry II, with laboratory and review
CHE2400	Organic Chemistry I, with laboratory
CHE2500	Organic Chemistry II, with laboratory
CHE4200	Biochemistry I
CHE4300	Biochemistry II

BIOLOGY (BS)	
<p>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).</p> <p>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.</p>	
Learning Outcomes	
<ul style="list-style-type: none"> • Students will demonstrate familiarity with the knowledge base comprising the field of biology • Students will become familiar with the process of scientific inquiry • Students will be able to effectively communicate scientific findings 	
Major Requirements	
<p><i>All biology students must complete the following required biology core of courses that include:</i></p>	
BIO1400	Biology I, with laboratory
BIO1500	Biology II, with laboratory
BIO2400	Comparative Vertebrate Anatomy, with laboratory
BIO3440	Ecology, with laboratory
BIO3450	Genetics, with laboratory
BIO4350	Evolution
BIO4803	Senior Seminar in Biology
<p><i>And one of the following courses:</i></p>	
BIO2430	Microbiology, with laboratory
BIO3400	Cell Biology, with laboratory
<p><i>All biology majors must complete a minimum of 12 elective credits in biology courses at or above the 3000 level in addition to the required biology core. No more than one semester of BIO4698, 4798, 4833, or 4834 may be counted towards satisfying the requirements of the biology major.</i></p>	
<p><i>All biology majors must also complete the required core in allied fields:</i></p>	
CHE1600	General Chemistry I, with review and laboratory
CHE1700	General Chemistry II, with review and laboratory
CHE2400	Organic Chemistry I, with laboratory
CHE2500	Organic Chemistry II, with laboratory
PHY1600	General Physics I, with review and laboratory
PHY1800	General Physics II, with review and laboratory
MAT2004	Biostatistics
<p><i>Additionally, all biology majors must complete two of the following courses:</i></p>	
MAT1840	College Algebra and Trigonometry

MAT2400	Calculus I
MAT2500	Calculus II, with laboratory
<p>By appropriate selection of electives, students may focus their studies on any of the following areas.</p> <ul style="list-style-type: none"> 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 Requirements	
BIO1400	Biology I, with laboratory
BIO1500	Biology II, with laboratory
BIO2400	Comparative Vertebrate Anatomy, with laboratory
BIO2430	Microbiology, with laboratory
BIO3440	Ecology, with laboratory
BIO3XXX	3000-level Biology elective with laboratory, as required

CHEMISTRY (BS)	
The Chemistry major and minor offers students the flexibility to choose courses appropriate to preparation for careers in industry, health professions, teaching, business, law, or engineering, or graduate studies and research. Obtaining this major requires fluency with the basic nature and behavior of the matter comprising our universe.	
Learning Outcomes	
<ul style="list-style-type: none"> • To acquire knowledge of fundamental chemical principles • To exhibit facility in the application of the fundamental principles of chemistry • To develop the skills to work competently and safely in the laboratory • To exhibit scientific literacy • To demonstrate professionalism and ethical standards in their demeanor and coursework 	
Major Requirements	
CHE1600	General Chemistry I, with review and laboratory
CHE1700	General Chemistry II, with review and laboratory
CHE2200	Introduction to the Scientific Literature
CHE2400	Organic Chemistry I, with laboratory
CHE2500	Organic Chemistry II, with laboratory
CHE2600	Analytical Chemistry, with laboratory
CHE3400	Physical Chemistry I, with laboratory
CHE3500	Physical Chemistry II, with laboratory
CHE4050	Instrumental Analysis, with laboratory
CHE4840	Senior Seminar
MAT2400	Calculus I
MAT2500	Calculus II
MAT2600	Calculus III
MAT2004	Biostatistics
PHY1600	General Physics I, with review and laboratory
PHY1800	General Physics II, with review and laboratory
<i>Plus eight (8) credit hours from the following, including two (2) credits of laboratory:</i>	
CHE3600	Advanced Inorganic Chemistry
CHE3601	Advanced Inorganic Laboratory
CHE3650	Spectroscopy of Organic Compounds
CHE3651	Advanced Organic Laboratory Techniques
CHE4200	Biochemistry I, with laboratory
CHE4300	Biochemistry II, with laboratory
CHE4600	Physical Biochemistry, with laboratory
Minor Requirements	
CHE1600	General Chemistry I, with laboratory and review
CHE1700	General Chemistry II, with laboratory and review
Plus 12 credits from 2000-level chemistry courses that satisfy the chemistry major and include at least two credits of laboratory.	

CRIMINAL JUSTICE (BS)	
<p>The major in criminal justice 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 components of law enforcement, court system, and corrections as part of the wider sociopolitical system that exercises social control, as well as providing a wide range 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.</p>	
Learning Outcomes	
<ul style="list-style-type: none"> • To appreciate the role of criminal justice in our democratic society • To understand the responsibilities of the major components of the system • To understand the limits our constitutional democracy places on practitioners by the study of professional, ethical and legal issues in the system • To understand the basic ingredients associated with the studies of crime and its control, i.e. the law, theories of crime, causation, and formal and informal approaches to crime prevention and management • To appreciate the developments in the criminal justice that respect diversity, promote tolerance and incorporate the principles of equality, fairness and the protection of rights of all citizens • To enhance other skills acquired through General Education requirements 	
Major Requirements	
CRJ1400	Introduction to the Criminal Justice System
CRJ2224	Corrections
CRJ2302	Statistics
CRJ2322	Law Enforcement
CRJ2350*	Criminal Justice Research
CRJ2426	Probation and Parole
CRJ2451	Legal Aspects of the Criminal Justice System
CRJ3240	Criminal Procedures
CRJ3441	Criminal Law
CRJ3636	Community Relations and the Criminal Justice System
CRJ3641	Comparative Criminal Justice System
CRJ3842	Criminology
CRJ3844	Ethics in Criminal Justice
CRJ4860	Senior Seminar
CRJ4979	Criminal Justice Practicum
COM2200	Information and Technology
*May substitute PSY3615 Experimental Psychology	
Minor Requirements	
CRJ1400	Introduction to the Criminal Justice System
CRJ2224	Corrections
CRJ2322	Law Enforcement
CRJ3842	Criminology

<i>Choose one from the following courses:</i>	
CRJ2426	Probation and Parole
CRJ2451	Legal Aspects of the Criminal Justice System
CRJ elective	Choose a CRJ elective selected with the advisor.

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.	
Learning Outcomes	
<ul style="list-style-type: none"> • Students will demonstrate familiarity with the knowledge base comprising the field of biology, with a focus on human structure and function • Students will become familiar with the process of scientific inquiry • Students will be able to effectively communicate scientific findings 	
Major Requirements	
BIO1200	Human Anatomy and Physiology I, with laboratory
BIO1210	Human Anatomy and Physiology II, with laboratory
BIO1400	Biology I, with laboratory
BIO2200	Pathophysiology
BIO4350	Evolution
BIO4804	Senior Seminar in Human Biology
<i>Choose one from the following courses:</i>	
BIO1300	Principles of Microbiology, with laboratory
BIO2430	Microbiology, with laboratory
<i>And one from the following courses:</i>	
BIO2400	Comparative Vertebrate Anatomy, with laboratory
BIO2410	Animal Histology, with laboratory
<i>Plus a minimum of 12 semester hours of elective credits from the following:</i>	
BIO2400	Comparative Vertebrate Anatomy, with laboratory
BIO2410	Animal Histology, with laboratory
BIO3400	Cell Biology, with laboratory
BIO3410	Immunology, with laboratory
BIO3420	Comparative Embryology, with laboratory
BIO3430	Animal Physiology, with laboratory
BIO3450	Genetics, with laboratory
BIO4030	Molecular Biology, with laboratory
BIO4210	Mammalogy, with laboratory
<i>Plus one of the following courses:</i>	
CHE4200	Biochemistry I, with laboratory
CHE4300	Biochemistry II, with laboratory
MAT2004	Biostatistics
<i>Additionally, all human</i>	

<i>biology majors must complete two of the following courses:</i>	
MAT1840	College Algebra and Trigonometry
MAT2400	Calculus I
MAT2500	Calculus II, with laboratory

NEW MEDIA (BS)	
<p>The New Media major focuses on the technical and practical skills related to this evolving field. This major prepares students for a variety of careers in media and allied fields in which knowledge of and skills in mediated communications are an integral part of the professional activity. This major offers students the opportunity to pursue a range of theoretical and practical courses. Career options include, but are not limited to: web-based communication (journalism, broadcasting), graphic and web design, and digital communication, while simultaneously providing students with the fundamentals of the Communication discipline. Ultimately, a New Media graduate understands the fundamentals of multi-platform communication writing and technology.</p>	
Learning Outcomes	
<ul style="list-style-type: none"> • Understand and apply historical and theoretical frameworks of communication. • Create ethical and responsible media. • Find and evaluate information and resources. • Be visually literate. • Know and employ individual and team presentation skills. • Thrive in a multicultural world and workplace. • Know and operate communications technologies. • Write, report, document and package information in a variety of appropriate formats, for print, broadcast and web. • Gain practical experience in an industry media outlet 	
Major Requirements	
ART1000	History of Art
COM1201	Introduction to Journalism I
COM1202	Introduction to Journalism II
COM1212	Introduction to Video Production
COM1410	Digital Photography I
COM2630	Writing for Media
COM2631	Visual Communication
COM2840	Internet Communication
COM3261	Interactive Media
COM3680	Communication Research
COM3830	Digital Media
COM4899	Internship (at least 3 credits or Study Abroad one semester)
<i>Choose one from the following courses:</i>	
COM1400	Introduction to Broadcasting
COM2401	Radio Programming and Production

PSYCHOLOGY (BS)	
<p>Psychology majors are well-educated in the liberal arts tradition, exhibit enthusiasm for learning, and are 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; and 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.</p>	
Learning Outcomes	
<ul style="list-style-type: none"> • Knowledge base in Psychology • Scientific Inquiry and Critical Thinking • Ethical and Social Responsibility in a Diverse World • Communication • Professional Development 	
Major Requirements	
PHIXXXX	Any Philosophy course (may also meet a General Education requirement)
PSY1401	General Psychology I
PSY1501	General Psychology II
PSY2302	Statistics
PSY2600	Foundations in Psychology
PSY2617	Cognitive Psychology
PSY2820	Advanced Statistics
PSY2821	Advanced Statistics Lab
PSY3422	Physiological Psychology
PSY3615	Experimental Psychology
PSY4830	History and Systems in Psychology
PSY4899	Psychology Practicum
<i>Plus two additional psychology courses (six credits) selected with the advisor</i>	
Minor Requirements	
<p>To minor in Psychology, a student must complete 18 credits of psychology. Neither PSY1401 General Psychology I nor PSY2302 Statistics will count towards the minor.</p> <p><i>A student must take PSY1501 General Psychology II, one course from each of the following three areas, and two additional courses, chosen in consultation with the advisor.</i></p>	
<i>Applied</i>	
PSY2414	Human Sexuality
PSY2610	Health Psychology
PSY2620	Educational Psychology
PSY3000	Psychology of Industry
PSY3600	Abnormal Psychology
PSY3612	Personality
<i>Theoretical</i>	
PSY2617	Cognitive Psychology

PSY2820	Advanced Statistics
PSY2821	Advanced Stats Lab
PSY3422	Physiological Psychology
PSY3607	Social Psychology
<i>Developmental</i>	
PSY2408	Adolescent Psychology
PSY2410	Psychology of Aging
PSY2420	Psychology of Death and Dying
PSY2450	Developmental Psychology

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION DEGREES AND MINORS

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.	
Learning Outcomes	
<ul style="list-style-type: none"> • Students will be able to demonstrate and apply the knowledge gained in the functional areas of Generally Accepted Accounting Principles. • Students will be able to demonstrate and apply the knowledge gained in the functional areas of Generally Accepted Auditing Standards. • Students will be able to demonstrate and apply knowledge gained in areas of U. S. tax law. • Students will be able to apply the appropriate knowledge, tools and models from the fields of cost and managerial accounting to demonstrate problem solving skills including the ability to recognize the root cause of problems, analyze uncertain situations, interpret and use data in drawing conclusions, develop alternative solutions, and adapt and innovate in new settings. 	
Common Professional Component Requirements	
ACC1201	Principles of Accounting I, with laboratory
ACC1601	Principles of Accounting II
BUS1407	Business Communications
BUS3000	Business Law
ECO1401	Principles of Economics I (General Education Requirement)
ECO1402	Principles of Economics II (General Education Requirement)
FIN2003	Managerial Finance
IBS1400	Introduction to International Business
MAT1250	Finite Mathematics I
MAT1430	Foundations of Statistics
MGT1400	Principles of Management
MIS1210	Introduction to Management Information Systems
MIS1220	Applications of Microcomputers
MKT1450	Principles of Marketing I
MGT4800	Senior Policy Seminar
Major Requirements	
ACC2401	Intermediate Accounting I, with laboratory
ACC2601	Intermediate Accounting II, with laboratory
ACC3402	Auditing
ACC3411	Cost Accounting
ACC3422	Advanced Accounting I
ACC3431	Advanced Accounting II

ACC3440	Federal Income Taxation
ACC3611	Advanced Federal Taxation
ACC4875	Accounting Capstone
FIN3XXX	3000-level Finance Elective
MAT2030	Statistical Analysis for Business Decisions
Plus 12 credits of electives	
Minor Requirements	
ACC1201	Principles of Accounting I, with laboratory
ACC1601	Principles of Accounting II
ACC2401	Intermediate Accounting I, with laboratory
ACC2601	Intermediate Accounting II, with laboratory
<i>Choose one of the following courses:</i>	
ACC2210	Managerial Accounting
ACC3411	Cost Accounting
<i>And one from the following courses:</i>	
ACC3402	Auditing
ACC3422	Advanced Accounting I
ACC3431	Advanced Accounting II
ACC3440	Federal Income Taxation

ECONOMICS AND FINANCE (BSBA)	
<p>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.</p>	
Learning Outcomes	
<ul style="list-style-type: none"> • Students will understand the global context of finance and economics: financial markets, firm structure and performance measures, money and banking, and the economics of decision making. • Students will use the tools of economic and financial analysis to understand the root cause of business problems and formulate workable solutions. • Students will apply technical skills – spreadsheets, ratio analysis, return on investment, and statistical tools – to evaluate economic and financial information. • Students will use written and oral communication skills to convey financial information to audiences of both financial professionals and the lay public. 	
Common Professional Component Requirements	
ACC1201	Principles of Accounting I, with laboratory
ACC1601	Principles of Accounting II
BUS1407	Business Communications
BUS3000	Business Law
ECO1401	Principles of Economics I (General Education Requirement)
ECO1402	Principles of Economics II (General Education Requirement)
FIN2003	Managerial Finance
IBS1400	Introduction to International Business
MAT1250	Finite Mathematics I
MAT1430	Foundations of Statistics
MGT1400	Principles of Management
MIS1210	Introduction to Management Information Systems
MIS1220	Applications of Microcomputers
MKT1450	Principles of Marketing I
MGT4800	Senior Policy Seminar
Major Requirements	
ACC2210	Managerial Accounting
ECO2210	Labor Economics
ECO4200	Economics of Managerial Decisions
ECOXXXX	Economics Elective
ECOXXXX	Economics Elective
FIN3202	Investments
FIN3240	Money and Banking
FIN3800	Advanced Managerial Finance

FIN3840	Public Finance
FINXXXX	Finance Elective
MAT1260	Finite Mathematics II
MAT2030	Statistical Analysis for Business Decisions
MGT2400	Organizational Behavior
Minor Requirements	
ECO1401	Principles of Economics I
ECO1402	Principles of Economics II
FIN2003	Managerial Finance
<i>Choose two from the following courses:</i>	
ECO3810	Public Finance
ECO4200	Economics of Managerial Decisions
FIN3202	Investments
FIN3240	Money and Banking
<i>And one from the following courses:</i>	
ECO2400	International Economics
ECO3320	Important Economists and Their Contributions
FIN3200	Principles of Insurance (also cross listed ECO2600)
FIN3800	Advanced Managerial Finance
FIN4010	Commercial Banking

GENERAL BUSINESS (BSBA)	
<p>The General Business major prepares students to be leaders with general management responsibilities. These students develop new skills, adopt a business-wide perspective, and are suited to become effective strategists, organization builders, and leaders beyond a narrow area of expertise. AIC graduates with a General Business major will possess a varied arsenal of business tools with which to compete, thrive, adapt and communicate.</p>	
Learning Outcomes	
<ul style="list-style-type: none"> • Students will understand and be able to utilize the basic concepts and theories of each business discipline in a comprehensive manner. • Students will understand and demonstrate business professional behavior, social responsibility and ethical conduct. • Students will demonstrate decision making, problem solving, conflict management and project management skills • Students will be able to demonstrate well-developed and effective organizational, leadership, oral and written communication skills. • Students will be able to demonstrate well-developed practical skill sets including the use of the internet, research databases, report writing software, presentation software, spreadsheet software, quantitative tools and project management tools. 	
Common Professional Component Requirements	
ACC1201	Principles of Accounting I, with laboratory
ACC1601	Principles of Accounting II
BUS1407	Business Communications
BUS3000	Business Law
ECO1401	Principles of Economics I (General Education Requirement)
ECO1402	Principles of Economics II (General Education Requirement)
FIN2003	Managerial Finance
IBS1400	Introduction to International Business
MAT1250	Finite Mathematics I
MAT1430	Foundations of Statistics
MGT1400	Principles of Management
MIS1210	Introduction to Management Information Systems
MIS1220	Applications of Microcomputers
MKT1450	Principles of Marketing I
MGT4800	Senior Policy Seminar
Major Requirements	
ACC2210	Managerial Accounting
ENG2213	Public Speaking
FINXXXX	Finance Elective
MGT2400	Organizational Behavior
MGT3202	Leadership
MGT3661	Project Management
MGTXXXX	Management Elective
MKTXXXX	Marketing Elective

MKTXXXX	Marketing Elective
<i>Plus 9 credits of business electives</i>	
Minor Requirements	<i>(Enrollment in Business Minor Limited to Non-Business Majors)</i>
ACC1201	Principles of Accounting I, with laboratory
ACC1601	Principles of Accounting II
ECO1401	Principles of Economics I
FIN2003	Managerial Finance
IBS1400	Introduction to International Business
MGT1400	Principles of Management
MKT1450	Principles of Marketing

HEALTHCARE MANAGEMENT (BSBA)	
<p>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.</p>	
Learning Outcomes	
<ul style="list-style-type: none"> • Students will be able to explain the structure of the healthcare system in the United States and the role of key stakeholders. • Students will be able to analyze the unique economic and financial models of the healthcare industry and apply these to improving organizational performance. • Students will be able to compare and contrast specific human resource management principles within various healthcare organization systems. • Students will be able to assess the use of health information technology (HIT) within a range of healthcare organizations • Students will be able to interpret healthcare laws and policies and their impact on healthcare costs and level of care. • Students will be able to prepare marketing plans appropriate to healthcare organizations 	
Common Professional Component Requirements	
ACC1201	Principles of Accounting I, with laboratory
ACC1601	Principles of Accounting II
BUS1407	Business Communications
BUS3000	Business Law
ECO1401	Principles of Economics I (General Education Requirement)
ECO1402	Principles of Economics II (General Education Requirement)
FIN2003	Managerial Finance
IBS1400	Introduction to International Business
MAT1250	Finite Mathematics I
MAT1430	Foundations of Statistics
MGT1400	Principles of Management
MIS1210	Introduction to Management Information Systems
MIS1220	Applications of Microcomputers
MKT1450	Principles of Marketing I
MGT4800	Senior Policy Seminar
Major Requirements	
ACC2210	Managerial Accounting
HCM2200	American Healthcare System
HCM2610	Healthcare Management

HCM2620	Healthcare Marketing
HCM3230	Ethical and Legal Issues in Healthcare
HCM3440	Managing Healthcare Information
HCM4240	Healthcare Economics and Finance
HCM4899	Internship
MGT3202	Leadership
MGT3213	Human Resource Management
MGT3661	Project Management
<i>Plus 9 credits of business electives</i>	
Minor Requirements	
MGT1400	Principles of Management
HCM2200	American Healthcare System
HCM2610	Healthcare Management
HCM2620	Healthcare Marketing
HCM3230	Ethical and Legal Issues in Healthcare
<i>Choose one of the following courses:</i>	
MGT3202	Leadership
MGT3213	Human Resource Management
MGT3661	Project Management

INTERNATIONAL BUSINESS (BSBA)	
<p>Students are provided with a solid foundation in international business principles and concepts that will prepare them for leadership positions in a dynamic and challenging global world. Students will acquire the professional and personal skills not only to succeed in their international business career but also to think creatively, critically, and ethically. Students will learn the importance of working effectively with team members, and will develop social awareness and individual responsibility to actively participate in society.</p>	
Learning Outcomes	
<ul style="list-style-type: none"> • Students will have the professional and personal skills needed to pursue a successful international business career in either the private or public sector. • Students will develop an awareness of political, social, and cultural sensitivities that exist in every society that is important to meaningful relationships and for success in every walk of life. • Students will appreciate the interdependency among nations around the world that has resulted from globalization. • Students will participate in research work and special projects as a team player with the ability to conduct comprehensive analyses and to present the results in an efficient and timely manner. • Students will communicate effectively one's ideas in a clear and precise manner. 	
Common Professional Component Requirements	
ACC1201	Principles of Accounting I, with laboratory
ACC1601	Principles of Accounting II
BUS1407	Business Communications
BUS3000	Business Law
ECO1401	Principles of Economics I (General Education Requirement)
ECO1402	Principles of Economics II (General Education Requirement)
FIN2003	Managerial Finance
IBS1400	Introduction to International Business
MAT1250	Finite Mathematics I
MAT1430	Foundations of Statistics
MGT1400	Principles of Management
MIS1210	Introduction to Management Information Systems
MIS1220	Applications of Microcomputers
MKT1450	Principles of Marketing I
MGT4800	Senior Policy Seminar
Major Requirements	
FINXXXX	Finance Elective
IBS1420	Diverse Cultures of the World
IBS2650	International Human Resource Management
IBS3400	International Economics
IBS3410	International Marketing
IBS3620	Management of Import/Export Business
IBS3820	Global Supply Chain Management and International

	Negotiations
<i>Choose two of the following courses:</i>	
IBS4430	International Organization and Administration
IBS4889	International Business Capstone Course
IBS4899	International Management Internship
<i>and one of the following courses:</i>	
MGT3201	Business and Society
MGT3202	Leadership
	Introductory level Foreign Language; two upper level language courses
Plus 9 elective credits in any courses	
Minor Requirements	
IBS1400	Introduction to International Business
IBS1420	Diverse Cultures of the World
<i>Choose four from the following courses:</i>	
IBS2650	International Human Resource Management
IBS3400	International Economics
IBS3410	International Marketing
IBS3620	Management of Export/Import Business
IBS3820	Global Supply Chain Management and International Negotiations
IBS4430	International Organization and Administration
IBS4889	International Business Capstone Course

MANAGEMENT (BSBA)	
<p>The Management major offers courses in general business and in specific disciplines – human resource management, 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.</p>	
Learning Outcomes	
<ul style="list-style-type: none"> • Students will demonstrate and apply through testing, assignments and projects; management theory and knowledge related to cultural differences, human resources practices, leadership theories, teamwork and group dynamics, governance, change management and ethics. • Students will demonstrate and apply through testing, assignments and projects; management theory and knowledge related to business ethics, corporate responsibility, and principles of employment law. • Students will demonstrate effective critical thinking as applied to the analysis of business problems. • Students will demonstrate well-developed and effective organizational, leadership, oral and written communication skills. • Students will demonstrate well-developed practical skill sets including the use of the internet, research databases, report writing software, presentation software, spreadsheet software, quantitative tools and project management tools. 	
Common Professional Component Requirements	
ACC1201	Principles of Accounting I, with laboratory
ACC1601	Principles of Accounting II
BUS1407	Business Communications
BUS3000	Business Law
ECO1401	Principles of Economics I (General Education Requirement)
ECO1402	Principles of Economics II (General Education Requirement)
FIN2003	Managerial Finance
IBS1400	Introduction to International Business
MAT1250	Finite Mathematics I
MAT1430	Foundations of Statistics
MGT1400	Principles of Management
MIS1210	Introduction to Management Information Systems
MIS1220	Applications of Microcomputers
MKT1450	Principles of Marketing I
MGT4800	Senior Policy Seminar
Major Requirements	
ACC2210	Managerial Accounting
ECO2210	Labor Economics
FIN3XXX	Finance 3000-level elective

MGT2400	Organizational Behavior
MGT3201	Business and Society
MGT3202	Leadership
MGT3661	Project Management
MGT3XXX	Management or Business 3000-level elective
MGT3XXX	Management or Business 3000-level elective
MGT3XXX	Management or Business 3000-level elective
MKTXXXX	Marketing elective
<i>Plus 9 credits of business electives</i>	
Minor Requirements	
MGT1400	Principles of Management
MGT2400	Organizational Behavior
<i>Choose three from the following courses:</i>	
MGT3200	Labor and Industrial Relations
MGT3201	Business and Society
MGT3203	Entrepreneurship and Small Business Management
MGT3213	Human Resource Management
MGT4899	Internship
<i>And one from the following courses:</i>	
MGT3202	Leadership
MGT3661	Project Management

MARKETING (BSBA)	
Students are provided with substantial learning experiences in order to establish a career in marketing. Learning will take place inside and outside the classroom, and also includes a required internship. The student will learn to apply current marketing theory and practice, develop effective communication skills, conduct market analysis, and use appropriate technology. The program's flexibility enables students to focus their studies in areas such as sports marketing, entrepreneurship, international business, marketing research, sales, and marketing communications	
Learning Outcomes	
<ul style="list-style-type: none"> • Students will be able to explain major concepts, theories, and practices in product, marketing communications, distribution, and price management and be able to apply them to marketing management decision making. • Students will be able to explain major concepts, theories, and practices in consumer behavior and be able to apply them to marketing management decision making. • Students will be able to explain major concepts and practices in strategic marketing and be able to apply them to marketing management decision making. • Students will be able to demonstrate professional oral and written communication skills and professional behavior in the workplace, including working in teams. 	
Common Professional Component Requirements	
ACC1201	Principles of Accounting I, with laboratory
ACC1601	Principles of Accounting II
BUS1407	Business Communications
BUS3000	Business Law
ECO1401	Principles of Economics I (General Education Requirement)
ECO1402	Principles of Economics II (General Education Requirement)
FIN2003	Managerial Finance
IBS1400	Introduction to International Business
MAT1250	Finite Mathematics I
MAT1430	Foundations of Statistics
MGT1400	Principles of Management
MIS1210	Introduction to Management Information Systems
MIS1220	Applications of Microcomputers
MKT1450	Principles of Marketing I
MGT4800	Senior Policy Seminar
Major Requirements	
MKT2600	Consumer Behavior
MKT2610	Distribution Strategies
MKT2700	Brand and Price Strategies
MKT2710	Marketing Communication Strategies
MKT4810	Strategic Marketing
MKT4899	Internship
Plus 21 credits of any 3000-level marketing course or other electives approved by the program.	

Minor Requirements	
MKT1450	Principles of Marketing I
<i>Choose two from the following courses:</i>	
MKT2600	Consumer Behavior
MKT2610	Distribution Strategies
MKT2700	Brand and Price Strategies
MKT2710	Marketing Communication Strategies
MKT4810	Strategic Marketing
<i>Choose three from the following courses:</i>	
MKT2600	Consumer Behavior
MKT2610	Distribution Strategies
MKT2700	Brand and Price Strategies
MKT2710	Marketing Communication Strategies
MKT3210	Sports Marketing
MKT3400	Professional Sales Development
MKT3410	International Marketing
MKT3420	Hospitality & Service Marketing
MKT3500	Advertising
MKT3510	Entrepreneurship and Small Business Management
MKT3520	Public Relations
MKT3600	Marketing Research
MKT3610	Marketing Simulation
MKT3620	Social Media and Digital Marketing
MKT4694	Directed Study
MKT4810	Strategic Marketing
MKT4899	Internship

SPORTS AND RECREATION MANAGEMENT (BSBA)	
<p>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, marketing, communication and public relations, legal issues, economics and finance, business operations for sport and recreation organizations. Students also gain on-the-job experience with a sports organization through internships that are arranged with a variety of sport organizations, including public and private facilities, professional sports, intercollegiate athletics, youth and community sport, sport management and marketing agencies, and sporting goods industry.</p>	
Learning Outcomes	
<ul style="list-style-type: none"> • Students will recognize the principles of business management as applied to the sports and recreation industry. • Students will comprehend how each business discipline contributes to building effective business strategies and best practices in the sport and recreation industry. • Students will demonstrate effective critical thinking as applied to the field of the sports and recreation industry. • Students will be able to demonstrate well-developed practical skill sets including the use of the internet, research databases, report writing software, presentation software, spreadsheet software, quantitative tools and project management tools. 	
Common Professional Component Requirements	
ACC1201	Principles of Accounting I, with laboratory
ACC1601	Principles of Accounting II
BUS1407	Business Communications
BUS3000	Business Law
ECO1401	Principles of Economics I (General Education Requirement)
ECO1402	Principles of Economics II (General Education Requirement)
FIN2003	Managerial Finance
IBS1400	Introduction to International Business
MAT1250	Finite Mathematics I
MAT1430	Foundations of Statistics
MGT1400	Principles of Management
MIS1210	Introduction to Management Information Systems
MIS1220	Applications of Microcomputers
MKT1450	Principles of Marketing I
MGT4800	Senior Policy Seminar
Major Requirements	
MGT3213	Human Resource Management
SRM1600	Management of Sports Industries
SRM3210	Sports Marketing
SRM3212	International Aspects of Sports Management
SRM3401	Sports Finance and Economics
SRM4090	Current Issues in Sports Management
SRM4899	Sports and Recreation Management Practicum

<i>Plus 15 credits of business electives</i>	
Minor Requirements	
MGT1400	Principles of Management
MKT1450	Principles of Marketing
SRM1600	Management of Sports Industries
<i>Choose three from the following courses:</i>	
MGT3213	Human Resource Management
SRM2600	Event and Facility Management
SRM2800	Programming in Human Services
SRM2801	The Sporting Goods Industry
SRM2850	Communication in Sports
SRM3210	Sports Marketing
SRM3211	Legal Issues in Sports and Recreational Management
SRM3212	International Aspects of Sports Management
SRM3401	Sports Finance and Economics
SRM4090	Current Issues in Sport Management
SRM4899	Sports and Recreation Practicum

ADDITIONAL MINORS

Minor requirements are listed with major requirements whenever possible. The following minors have no corresponding majors:

FRAUD AND FINANCIAL CRIMES (MINOR ONLY)	
<p>Fraud examination is a growing field for forensic accountants and investigators. The Bureau of Labor Statistics reports that the 10-year outlook for jobs is strong in the occupations dealing with fraud such as accounting, auditing, private detectives, and investigators.</p> <p>The courses in this interdisciplinary program will aid in preparing undergraduates to become certified through the Association of Certified Fraud Examiners (ACFE)* as part of their four-year degree completion of major requirements and elective courses. The Certified Fraud Examiners (CFE) Exam requires qualified candidates to have knowledge of fraud prevention, investigation, financial transactions, and the legal system.</p>	
Requirements	
ACC1201	Principles of Accounting I, with laboratory
ACC1601	Principles of Accounting II
ACC3510	Fraud Examination
ACC3520	Financial Statement Fraud
CRJ1400	Introduction to Criminal Justice
CRJ2451	Legal Aspects of Criminal Justice
CRJ3520	Criminal Investigation
CRJ3842	Criminology
<p>*The ACFE is the largest and the most recognized anti-fraud organization and training program in the world. Its mission is to “reduce the incidence of fraud and white-collar crime and to assist the Membership in fraud detection and deterrence.” (http://www.acfe.com/who-we-are.aspx).</p>	

MATHEMATICS (MINOR ONLY)	
<p>Students who would like to minor in mathematics have 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, mathematics courses are offered 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.</p>	
Requirements:	
MAT2400	Calculus I
MAT2500	Calculus II, plus laboratory
MAT2600	Calculus III, plus laboratory
<i>Choose one from the following courses:</i>	
MAT2816	Linear Algebra
MAT3801	Modern Abstract Algebra I

<i>and one from the following courses:</i>	
MAT3203	Differential Equations
MAT3601	Advanced Calculus

PHOTOGRAPHY (MINOR ONLY)	
Students pursuing a Photography minor develop their artistic, creative and technical capabilities to communicate effectively using digital images. The minor provides a solid foundation in the fundamentals of operating digital cameras and editing images using Adobe Photoshop. Elective courses allow students to tailor their studies in various directions, such as multimedia or photojournalism. Students create online portfolios to showcase their work. Open to all majors, including Communications	
Requirements:	
COM1410	Digital Photography I
COM2411	Digital Photography II
<i>Choose four from the following courses:</i>	
COM2460	History of Photojournalism
COM3200	Film as Literary Narrative
COM3290	Great Directors
COM3411	Documentary Photography Projects
COM3461	Photojournalism
COM3462	Advanced Photography
COM3493	History of Cinema
VDA2210	Digital Storytelling
VDA2640	Cultivating Creativity

EDUCATION (MINOR ONLY)	
Undergraduates seeking a degree and Massachusetts licensure in education (early childhood education, elementary education, moderate disabilities, and nine subjects on the middle school and secondary education level) are required to complete a major appropriate to their field of licensure (Liberal Studies for candidates in the fields of Early Childhood, Elementary, and Moderate Disabilities; English for those seeking licenses to teach English on the middle or secondary level; and History for those seeking licenses to teach History on the middle or secondary level) and the prescribed education coursework. Upon successfully completing the BA or BS degree with a minor in Education, they will be eligible for the 4+1 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 prerequisite 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. More information can be found at www.aic.edu.

As pre-education candidates, students begin their program by completing their general education requirements and coursework 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 a major appropriate to the field of licensure sought and the prescribed education coursework

- The maintenance of a 2.67 cumulative average or better
- Successful completion of 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 MTELS
- 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.

Requirements

Students must complete a major in an arts and science field appropriate to the license sought and the prescribed education coursework. The following licensure areas are offered and are state-approved by the Massachusetts Department of Elementary and Secondary Education:

Early Childhood Education (Pre-Kindergarten-2) For Students With and Without Disabilities

EDU2102*	Introduction to Education: Fieldwork
EDU2103	MTEL Preparation
EDU3200*	Principles of Education: Early Childhood, Elementary, Moderate Disabilities
EDU3321	Introduction to Special Education
EDU4300*	Teaching Reading and Language Arts: Early Childhood, Elementary, Moderate Disabilities (PreK-8)
EDU4301*	Teaching Mathematics: Early Childhood, Elementary, Moderate Disabilities
EDU4302	Multisensory Teaching of Language Skills
EDU4341	Assessment and Curriculum for Early Childhood
	Also required: PSY1401, PSY1501, PSY2450, 2620

*Field experience required

Elementary Education (Grades 1-6)

EDU2102*	Introduction to Education: Fieldwork
EDU2103	MTEL Preparation

EDU3200*	Principles of Education: Early Childhood, Elementary, Moderate Disabilities
EDU3321	Introduction to Special Education
EDU4300*	Teaching Reading and Language Arts: Early Childhood, Elementary, Moderate Disabilities (PreK-Eighth)
EDU4301*	Teaching Mathematics: Early Childhood, Elementary, Moderate Disabilities
EDU4302	Multisensory Teaching of Language Skills
	Also required: PSY1401, PSY1501, PSY2450, PSY2620
*Field experience required	
<i>Middle/Secondary Education (Middle School 5-8, Secondary 8-12)</i>	
EDU2102*	Introduction to Education: Fieldwork
EDU2103	MTEL Preparation
EDU3201*	Principles of Education: Middle/Secondary
EDU3321	Introduction to Special Education
EDU4311*	Teaching Mathematics: Secondary or Middle (math candidates only)
EDU4320*	Reading and Communication: Middle and Secondary
	Also required: PSY1401, PSY1501, PSY2408, PSY2450, PSY262
*Field experience required	
<i>Teacher of Students with Moderate Disabilities (PreK-8 or 5-12)</i>	
EDU2102*	Introduction to Education: Fieldwork
EDU2103	MTEL Preparation
EDU3321	Introduction to Special Education
EDU4301*	Teaching Mathematics: Early Childhood, Elementary, Moderate Disabilities
EDU4302	Multisensory Teaching of Language Skills
<i>Choose one from the following courses based on area of study:</i>	
EDU3200*	Principles of Education: Early Childhood, Elementary, Moderate Disabilities (PreK-8)
EDU3201*	Principles of Education: Middle/Secondary
<i>Choose one or both from the following courses based on area study:</i>	
EDU4300*	Teaching Reading and Language Arts: Early Childhood, Elementary, Moderate Disabilities (PreK-8)
EDU4320*	Reading and Communication: Middle and Secondary
Also required: PSY1401, PSY1501, PSY2450 and PSY2620; PSY2408 (5-12 candidates only)	
*Field experience required	
Upon completion of the above coursework, students apply to the fifth-year MED program.	

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 1400 and 1500 (with labs) or Chemistry 1600 and 1700 (with labs) in the first year. Students are advised, regardless of which major is chosen, to take mathematics through calculus (Math 2400). In addition, Biology 1150, 1850, and 3150 are 1-credit seminar courses intended to introduce students to the health professions and to the process of applying to professional schools.

ACCELERATED DEGREE COMPLETION PROGRAM

American International College offers cohort programs of accelerated degree completion in 20 months. Students can choose to earn a baccalaureate degree in General Business and Social Science. Students must possess either 60 applicable transfer credits or an applicable associate's degree to begin a cohort.

Majors:

General Business (BSBA)

Social Science (BA)

GENERAL BUSINESS (BSBA)	
The General Business major prepares students to be leaders with general management responsibilities. These students develop new skills, adopt a business-wide perspective, and are suited to become effective strategists, organization builders, and leaders beyond a narrow area of expertise. AIC graduates with a General Business major will possess a varied arsenal of business tools with which to compete, thrive, adapt and communicate. Students must satisfactorily complete 120 credit to graduate.	
Learning Outcomes	
<ul style="list-style-type: none"> • Students will understand and be able to utilize the basic concepts and theories of each business discipline in a comprehensive manner. • Students will understand and demonstrate business professional behavior, social responsibility and ethical conduct. • Students will demonstrate decision making, problem solving, conflict management and project management skills • Students will be able to demonstrate well-developed and effective organizational, leadership, oral and written communication skills. • Students will be able to demonstrate well-developed practical skill sets including the use of the internet, research databases, report writing software, presentation software, spreadsheet software, quantitative tools and project management tools. 	
Common Professional Component Requirements	
ACC1201	Principles of Accounting I, with laboratory
ACC1601	Principles of Accounting II
BUS1407	Business Communications
BUS3000	Business Law
ECO1401	Principles of Economics I (General Education Requirement)
ECO1402	Principles of Economics II (General Education Requirement)
FIN2003	Managerial Finance
IBS1400	Introduction to International Business
MAT1250	Finite Mathematics I
MAT1430	Foundations of Statistics
MGT1400	Principles of Management
MIS1210	Introduction to Management Information Systems
MIS1220	Applications of Microcomputers

MKT1450	Principles of Marketing I
MGT4800	Senior Policy Seminar
Major Requirements	
ACC2210	Managerial Accounting
MGT2400	Organizational Behavior
MGT3661	Project Management
MGT4000	Advanced Management Problems
MGT4695	Special Topics in Management

SOCIAL SCIENCE (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 the flexibility to combine those studies with their vocational or avocational interests.	
Learning Outcomes:	
<ul style="list-style-type: none"> • Articulate concepts from a broad background of information in liberal arts • Identify, describe, and analyze key concepts of human behavior, social influences and societal issues in the study of human sciences • Compare and contrast key concepts in a complex world and identify interdependencies • Articulate clearly and succinctly one's thoughts to others, both orally and in written form 	
Major Requirements:	
ECO1000	Survey of Economics
ECO1010	World Economic Geography
ECO3300	Urban & Regional Economics
HST1520	U.S. History from 1877
HST3413	The American Radical Tradition
POL1400	Introduction to American Politics
POL1500	Comparative Politics
PSY1501	General Psychology II
PSY2302	Statistics
PSY3607	Social Psychology
SOC1010	Introduction to Anthropology
SOC1400	Social Problems
SOC2400	Crime & Delinquency
SOC2600	Class, Status & Power
General Education Requirements:	
ENG2213	Public Speaking
ENGXXX	English Literature Elective
	General Elective
MIS1210	Introduction to Management Information Systems
PHI1400	Philosophy through Literature
PHI2010	World Religions

GRADUATE BUSINESS

BUSINESS ADMINISTRATION (MBA)	
<p>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.</p> <p>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.</p>	
Learning Outcomes	
<ul style="list-style-type: none"> • Students will be able to demonstrate and apply the knowledge gained in the functional areas of management including following ethical standards and practices incorporating the global dimensions of business. • Students will be able to demonstrate and apply the knowledge gained in the areas of target marketing selection, market segmentation, branding and marketing communications including social media. • Students will be able to demonstrate and apply quantitative decision support tools incorporated in the disciplines accounting, economics, finance and quantitative analysis in decision making processes. • Students will be able to apply the appropriate knowledge, tools and models to demonstrate both individual and team-based advanced problem solving skills including the ability to recognize the root cause of problems, analyze uncertain situations, interpret and use data in drawing conclusions, develop alternative solutions, and adapt and innovate in new settings. • Students will be able to demonstrate well-developed and effective organizational, leadership, oral and written communication skills. • Students will be able to demonstrate well-developed practical skill sets including the use of the internet, research databases, report writing software, presentation software, spreadsheet software, quantitative tools and project management tools. 	
Requirements	
MGT6410	Strategic Management
MGT5210	Organizational Behavior
ACC5300	Managerial Accounting

MKT 5210	Marketing Management
MGT5240	Operations Management
IBS6110	International Business
MGT5250	Human Resource Management
MGT5230	Quantitative Analysis for Decision Making
FIN5210	Managerial Finance
ECO5210	Managerial Economics
MGT5270	Information Systems for Business Strategy
MGT6999	The MBA Capstone

RESORT AND CASINO MANAGEMENT (MBA)

The AIC Master of Business Administration program provides comprehensive learning in the key areas of business knowledge necessary for success in the global economy of the 21st century. It combines theory with practice to develop a full understanding of the ways that each business discipline can be integrated into a broad-based approach to effective organizational leadership.

The program is designed for recent college graduates, current business professionals and experienced, mid-career managers who seek a graduate business degree to advance their careers. The MBA Program at AIC 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. This fosters a close, team-based working relationship between the students within each cohort.

Learning Outcomes

- Upon successful completion of the program, student will be able to:
- Demonstrate and apply the knowledge gained in the functional areas of management including following ethical standards and practices incorporating the global dimensions of business and resort and casino operations.
- Demonstrate and apply the knowledge gained in the areas of target marketing selection, market segmentation, branding and marketing communications including social media.
- Demonstrate and apply quantitative decision support tools incorporated in the disciplines accounting, economics, finance and quantitative analysis in decision making processes.
- Apply the appropriate knowledge, tools and models to demonstrate both individual and team-based advanced problem solving skills including the ability to recognize the root cause of problems, analyze uncertain situations, interpret and use data in drawing conclusions, develop alternative solutions, and adapt and innovate in new settings.
- Demonstrate well-developed practical skill sets including the use of the internet, research databases, report writing software, presentation software, spreadsheet software, quantitative tools and project management tools.

Requirements

Program is 36 credits; 7 MBA core courses and 5 Resort and Casino Management courses.

MBA Core Courses

MGT5210	Organizational Behavior
MKT5210	Marketing Management
ECO5210	Managerial Economics
FIN5210	Managerial Finance
MGT5230	Quantitative Analysis for Decision Making
MGT5250	Human Resource Management

Resort and Casino Specialized Courses

MGT5320	Financial Reporting, Analysis and Risk Management in the
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	Gaming Industry
MGT5360	Casino and Gaming Operations Management
MGT5450	Casino, Gaming and Hospitality Industry Laws and Regulations
MGT5460	Exposition and Event Management
MGT5480	Hotel, Food and Beverage Operations Management
<i>Required MBA Capstone Course</i>	
MGT6999	MBA Capstone

ACCOUNTING AND TAXATION (MSAT)	
<p>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.</p>	
Learning Outcomes	
<ul style="list-style-type: none"> • Students will be able to demonstrate and apply the knowledge gained in the functional areas of Generally Accepted Accounting Principles. • Students will be able to demonstrate and apply the knowledge gained in the functional areas of Generally Accepted Auditing Standards. • Students will be able to demonstrate and apply knowledge gained in the functional areas of Federal tax law. • Students will be able to apply the appropriate knowledge, tools and models to demonstrate both individual and team-based advanced problem solving skills including the ability to recognize the root cause of problems, analyze uncertain situations, interpret and use data in drawing conclusions, develop alternative solutions, and adapt and innovate in new settings. • Students will be able to demonstrate well-developed and effective organizational, leadership, oral and written communication skills. • Students will be able to demonstrate well-developed practical skill sets including the use of the internet, research databases, report writing software, presentation software, and spreadsheet software. 	
Requirements	
<i>Core Courses (six courses, 18 credit hours)</i>	
ACC5205	Advanced Accounting I- Consolidations, International and Partnership
ACC5225	Advanced Accounting II-Governmental and Not-for Profit
ACC5305	Tax I
ACC5325	Tax II
LAW5202	Contemporary Issues in Business Law
ACC6999	Seminar in Contemporary Accounting Issues (Capstone Course)
<i>Elective Courses (four courses, 12 credit hours)</i>	
ACC5300	Managerial Accounting
ACC5505	Advanced Issues of Partnership and Corporate Taxation
ACC5605	Fraud Examination
ACC6610	Business Valuation
ACC6650	Prevention and Detection of Fraud in Financial Reporting
ACC5510	Managerial Tax Planning
ACC5515	Employee Benefits and Retirement

ACC5610	Computer Security and Audit
ACC5520	Estate and Gift Taxation
ACC6630	Controllership
ACC6640	International Taxation and Accounting
<i>One, and only one, 5200 level or higher non-accounting graduate business elective</i>	
Additional Program Notes	
<p>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 as defined by the graduate advisor and the following accounting preparatory courses:</p> <ul style="list-style-type: none"> • ACC5000 Principles of Accounting • ACC5001 Intermediate Accounting I • ACC5010 Intermediate Accounting II • ACC5013 Auditing • ACC5020 Cost Accounting <p>Candidates who have an undergraduate accounting degree may be able to waive ACC5205, 5225, 5305, 5325 and take four elective courses in their place as determined by the graduate advisor.</p>	

GRADUATE PSYCHOLOGY

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:

- General Psychology (MA)
- Forensic Psychology (MS)
- Clinical Psychology (MA)
- Doctoral Program in Educational Psychology (EdD)

CLINICAL PSYCHOLOGY

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 mental health with a forensic psychology concentration.

The Mental Health program 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 of 100 hours is required, and is followed by a 600-hour clinical internship.

The Mental Health program with a 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. A pre-internship clinical practicum of 100 hours is required, and is followed by a 600-hour clinical 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.

Learning Outcomes

- Students will develop competencies in their knowledge of psychological assessment, diagnosis, case conceptualization and treatment planning.
- Students will develop knowledge of individual/cultural differences as well as ethical and legal standards so they gain the skills and develop the ethical commitment to provide quality services to culturally diverse clients and organizations.
- Students will develop competencies in their knowledge of psychotherapeutic intervention and effective clinical skills.
- Students will develop competencies in their knowledge of scientific methodology and its application to relevant practice as well as the skills necessary for effective application of that knowledge.
- Students will develop personal and interpersonal competency and skills which are essential for mental health counselors to conduct themselves in a professional manner.

Requirements

PSY5205	Applied Research Methodology
PSY5215	Counseling Theory and Practice
PSY5305	Occupational Information
PSY5338	Diagnostic Assessment I: WISC and WAIS
PSY5418	Diagnostic Assessment II: Personality and Projectives
PSY5315	Group Counseling
PSY5355	Systems and Theories in Psychology

PSY5325	Psychology of Learning
PSY5345	Advanced Abnormal Psychology
PSY6505	Issues and Ethics in Psychology
PSY5225	Family Counseling
PSY5408	Pre-clinical Practicum Part I (3 credits)
PSY5409	Pre-clinical Practicum Part II (3 credits)
PSY6515	Psychopharmacology and Substance Abuse
PSY6808	Clinical Internship (6 credits)
PSY6809	Clinical Internship (3 credits)
PSY6605	Therapeutic Techniques and Consultation
PSY5415	Psychology of Development
PSY6615	Social Bases of Behavior
PSY5316	Principles in Forensic Psychology #
PSY5430	Assessment Techniques in Forensic Psychology #
Additional Program Notes	
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 PSY5305, PSY5315, PSY6505, PSY6615. #Forensic Concentration only	

FORENSIC PSYCHOLOGY (MS)	
<p>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.</p> <p>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.</p>	
Learning Outcomes	
<ul style="list-style-type: none"> • Students will develop a solid base of theoretical knowledge of psychological principles and skills they need in order to be able to effectively apply them to the problems that people have in their lives and then in their interactions within the legal, correctional and law enforcement systems. • Students will develop a current and comprehensive understanding of the functioning of the mental health, legal, correctional and law enforcement systems. • Students will develop the ethical commitment and professional interpersonal skills needed to provide quality services to culturally diverse clients and organizations. • Students will develop forensic practice competencies appropriate for entering the forensic psychology field. 	
Requirements	
<i>Psychology Component</i>	
PSY5036	Behavioral Statistics
PSY5205	Applied Research Methodology
PSY5345	Advanced Abnormal Psychology
PSY5316	Principles of Forensic Psychology
PSY5430	Assessment Techniques in Forensic Psychology
PSY6889	Externship in Forensic Psychology
PSY5415	Psychology of Development
<i>Criminal Justice Component</i>	
CRJ 5310	Interpersonal Violence
CRJ 5610	Psychological Aspects of the Criminal Justice System
CRJ 5410	Ethics in Criminal Justice
CRJ 5510	Legal Aspects of the Criminal Justice System
CRJ 5420	Counseling Skills for the Criminal Justice Professionals
<i>Total Credits: 36</i>	

GENERAL PSYCHOLOGY (MA)	
<p>The Master's in General Psychology program at American International College prepares students for doctoral or other graduate level study in psychology and related fields. The 30 credit program provides instruction in core competency areas but also allows students to structure a program that meets their interests.</p> <p>Our program offers courses in abnormal psychology, human development, counseling theory and techniques, social psychology, and statistics and research methodology. Beyond these core courses students can choose to focus in other areas of interest such as forensic psychology, learning disabilities, or mental health counseling.</p> <p>The primary purpose of the M.A. in General Psychology is to prepare students for future graduate study. Upon completion of the degree, however, students may choose to obtain employment in a variety of social service, mental health, and psychiatric institutions and settings.</p>	
Learning Outcomes	
<ul style="list-style-type: none"> • Students will develop a solid theoretical foundation of core competency areas in general psychology. • Students will develop the necessary knowledge and skills to critically evaluate, analyze, and interpret psychological literature and research. • Students will obtain the necessary knowledge and skills to seek further graduate level education in a doctoral program in psychology or advanced program in a related field. • Students will obtain the necessary knowledge and skills to enhance employment opportunities for master's level individuals 	
Requirements	
<p>The General Psychology Program requires the completion of 6 required courses and 4 electives for a total of 30 credits.</p>	
<i>Required Courses</i>	
PSY5036	Behavioral Statistics
PSY5205	Applied Research Methods
PSY5215	Counseling Theory and Practice
PSY5345	Advanced Abnormal Psychology
PSY5415	Psychology of Development
PSY6615	Social Bases of Behavior
<i>Elective Courses</i>	
<p>Students can choose 4 graduate level psychology courses that meet their interests. This should be done in collaboration with the student's advisor.</p>	
<p>Students can also attend part-time and create an individualized program with their advisor</p> <p>Students can elect to enroll in summer courses as an alternative to the fall semester.</p>	

EDUCATIONAL PSYCHOLOGY (EDD)

The doctoral program in Educational Psychology provides professional preparation in applied educational psychology, with three areas of expertise to choose from. Students may choose the school psychology track with an emphasis on learning disabilities and child development to meet the educational requirements for licensed school psychologist in Massachusetts, and similar professional designations in other states. Students may choose the mental health track to meet the educational requirements for a licensed mental health counselor (LMHC) in Massachusetts, and similar professional designations in other states. In addition, students may choose the non-licensure track for experience addressing human dynamics and social justice in a variety of institutions or work places. The program is based on a balanced sequential scientist/practitioner model and emphasizes the interrelatedness of theory, research, and practice, and offers choices to meet the individual needs of students. 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. Students are responsible for ensuring that they meet all state licensing requirements. For specific information, your state or provincial certification/licensing board should be contacted.

Learning Outcomes

- Students will develop psychological and psychoeducational competencies in assessment, diagnosis, case conceptualization, treatment and educational planning.
- Students will develop competencies in individual/cultural differences, and ethical and legal standards in order to provide ethical and culturally sensitive services to culturally diverse populations and organizations.
- Students will develop competencies in psychotherapeutic interventions, psychoeducational strategies, clinical skills, remediation, and consultation.
- Students will develop written and oral competencies in scientific methodology and the application of these competencies to psychoeducational and clinical practice and other scholarly activities.
- Students will develop personal and interpersonal competencies and skills essential for clinician, educators, and researchers to conduct themselves in a competent and professional manner.

Requirements*Psychology Component*

PSY5215	Counseling Theory and Practice#
PSY5315	Group Counseling
PSY5355	Systems and Theories in Psychology* #
PSY5325	Psychology of Learning* #
PSY5345	Advanced Abnormal Psychology#
PSY6505	Issues and Ethics in Psychology#
PSY5225	Family Counseling

PSY6515	Psychopharmacology and Substance Abuse
PSY6615	Social Bases of Behavior and Cultural Diversity
PSY8340	Racial and Ethnic Bases of Behavior
PSY8218	Practicum and Seminar in Psychology – Mental Health Part I
PSY8219	Practicum and Seminar in Psychology – Mental Health Part II
PSY8228	Practicum and Seminar in Psychology – School Psychology Part I
PSY8229	Practicum and Seminar in Psychology – School Psychology Part II
PSY8238	Practicum in Psychology - Non-Licensure Part I
PSY8239	Practicum in Psychology - Non-Licensure Part II
PSY8518	Pre-doctoral Internship – Mental Health Part I
PSY8519	Pre-doctoral Internship – Mental Health Part II
PSY8528	Pre-doctoral Internship – School Psychology Part I
PSY8529	Pre-doctoral Internship – School Psychology Part II
PSY8538	Pre-doctoral Internship – Non-Licensure Part I
PSY8539	Pre-doctoral Internship – Non-Licensure Part II
PSY8410	Cognitive Psychology *
PSY9210	Physiological Bases of Behavior
<i>Assessment/Process Component</i>	
PSY6850	Diagnostic Psychoeducational Assessment* #
PSY5338	Theory and Practicum - Diagnostic Assessment I: WISC and WAIS*
PSY5418	Theory and Practicum - Diagnostic Assessment II: Personality and Projectives *
PSY6605	Therapeutic Techniques and Consultation
<i>Learning Disability/Child Development Component</i>	
PSY6225	Psychology of Behavior Management for Special Needs Children #
PSY6330	Theories of Learning Disabilities *
EDU8520	Seminar in Learning Disabilities *
PSY5325	Psychology of Development *
PSY6230	Psychology of the Exceptional Child #
<i>Research Component</i>	
PSY5036	Behavioral Statistics * #
PSY5205	Applied Research Methodology * #
PSY9220	Multivariate Research Methods
PSY9989	Dissertation in Educational Psychology I (6 Credits)
PSY9990	Dissertation in Educational Psychology Part II (6 credits)
PSY9991	Dissertation in Educational Psychology Cont. (3 credits)
<i>Total: 96 Credits</i>	*Indicates courses required for Qualifying Exam #See section on Admissions Requirements ** Various certifications can be pursued 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).	
<i>School Adjustment Counseling</i>	
PSY5230	Principles and Practices of Guidance
PSY5241	The Juvenile Justice System
CRJ5660	Substance Abuse Issues in Criminal Justice
PSY6845	Advanced Counseling Theory and Practice II
<i>Guidance Counseling</i>	
PSY6855	Group Testing
PSY5230	Principles and Practices of Guidance
PSY 6845	Advanced Counseling Theory and Practice II
Additional Program Notes	
Two semesters of practicum and two semesters of internship are required for the degree. Total number of hours for practicum and internship is dependent on the type of licensure the student is pursuing. It is the student's responsibility to contact their specific state or provincial certification/licensure board for further licensing information.	

SCHOOL OF HEALTH SCIENCES

Cesarina Thompson, PhD, Dean

Nursing (BSN)
Nursing (RN-BSN)
Nursing (MSN)
Occupational Science (BSOS)
Occupational Therapy (MSOT)
Occupational Therapy (Post-Professional OTD)
Physical Therapy (BS Health Sciences Pre-PT)
Physical Therapy (DPT)
Public Health (BS)
Public Health (Minor)
Speech Language Pathologist Assistant (Minor)

NURSING (BSN)

Consistent with the mission of American International College, the faculty of the Division of Nursing believes that nursing education encompasses the intellectual, social, and professional preparation of each student. The mission of the Division of Nursing is to provide a high quality education without regard to race, color, religion, ethnic background, nationality or sexual orientation. The curriculum is designed to enable students to think logically, act creatively, and communicate effectively.

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.

Learning Outcomes

- Demonstrate synthesis of practice theories and evidence-based concepts from nursing and the arts, sciences, and humanities to provide comprehensive nursing care in a variety of settings.
- Demonstrate leadership skills in evidence-based practice to promote continuous improvement in quality and safety of health care.
- Integrate nursing research findings in planning, implementing, and evaluating nursing practice and patient centered outcomes.
- Incorporate knowledge and skills related to information management and patient care technologies to deliver safe and effective care.
- Incorporate legislative, regulatory, ethical and professional standards to define a professional identity and scope of nursing practice.
- Organize and facilitate the delivery of comprehensive, efficient and appropriate patient centered care across the health care continuum.
- Communicate, collaborate and negotiate using effective communication as a member of the interprofessional health team.
- Demonstrate personal and professional responsibility and accountability for safe and effective nursing practice incorporating health promotion and illness prevention.
- Participate in the discipline of nursing to promote its contribution to society through professional organizations, political process, collegiality, collaboration and continual growth toward expert clinical practice.

General Education Requirements:

See page 97. General Education requirements may be fulfilled by major requirements where applicable.

Requirements

Course Number	Course Title
BIO1200/1201	Human Anatomy and Physiology I with Lab
BIO1210/1211	Human Anatomy and Physiology II with Lab
BIO1300/1301	Principles of Microbiology with Lab

CHE1210/1211	General, Organic and Biological Chemistry with Lab
ENG1201/1601	English Composition
ENG1202/1602	Analytical Writing
ENG2213	Public Speaking
COM2200	Information and Technology
PSY1401	General Psychology
PSY2302	Statistics
PSY2450	Developmental Psychology
SOC1100	Introduction to Sociology
SPA1100	Spanish for Health Professionals
NUR2540/2541	Introduction to Professional Nursing
NUR2755	Pathophysiology/Pharmacology I
NUR2756	Pathophysiology/Pharmacology II
NUR2840	Fundamentals of Professional Nursing Practice
NUR3740/3741	Adult Medical Surgical Nursing with Clinical
NUR3540	Nursing Research
NUR3940/3941	Family Centered Nursing with Clinical
NUR3942	Family Centered Nursing Process
NUR4340/4341	Community Focused Nursing with Clinical
NUR4341/4351	Psychiatric/Mental Health Nursing with Clinical
NUR4540	Trends and Issues in Nursing
NUR4940	Complex Medical Surgical Nursing
NUR4941	Nursing Leadership
NUR4532	Senior Seminar I
NUR4533	Senior Seminar II
Additional Program Notes	
NOTE: ENG1201/1601, ENG1202/1602, PSY1401, SOC1100 and SPA1100 fulfill 15 credits of the general education requirements. A minimum grade of C+ must be achieved in all nursing courses, as well as in BIO1200, 1340, and 1300/1301, CHE1210/1211, ENG1201/1601 and 1202/1602, PSY1401 and PSY2450 and SOC1100.	

NURSING (RN-BSN COMPLETION PROGRAM)

The Division of Nursing offers a RN-BSN completion program that acknowledges the experience and needs of working professionals. The program consists of 30 credits of nursing coursework designed to broaden RNs knowledge and skills related to healthcare informatics, health promotion for vulnerable populations, evidence-based practice, leadership, and inter-professional collaboration. A Registered Nurse who has completed an associate degree program is admitted as a transfer student with advanced standing. RNs may transfer up to 90 credits of coursework; additional non-nursing coursework may be required to complete the 120 credit undergraduate program.

Learning Outcomes

- Demonstrate synthesis of practice theories and evidence-based concepts from nursing and the arts, sciences, and humanities to provide comprehensive nursing care in a variety of settings.
- Demonstrate leadership skills in evidence-based practice to promote continuous improvement in quality and safety of health care.
- Integrate nursing research findings in planning, implementing, and evaluating nursing practice and patient centered outcomes.
- Incorporate knowledge and skills related to information management and patient care technologies to deliver safe and effective care.
- Incorporate legislative, regulatory, ethical and professional standards to define a professional identity and scope of nursing practice.
- Organize and facilitate the delivery of comprehensive, efficient and appropriate patient centered care across the health care continuum.
- Communicate, collaborate, and negotiate using effective communication as a member of the inter-professional health team.
- Demonstrate personal and professional responsibility and accountability for safe and effective nursing practice incorporating health promotion and illness prevention.
- Participate in the discipline of nursing to promote its contribution to society through professional organizations, political process, collegiality, collaboration and continual growth toward expert clinical practice.

General Education Requirements

See page 97. General Education requirements may be fulfilled by transfer credits where applicable.

Requirements

NUR5300	Interprofessional Communication and Collaboration for Health Professionals
NUR3600	Ethics and Law of Health Care for Nursing
NUR3650	Advanced Concepts in Nursing Theory and Practice
NUR4200	Health Promotion and Care of Vulnerable Populations
NUR4250	Nursing in a Global Society
NUR4400	Evidence-based Practice
NUR4600	Leadership and Management in Nursing

NUR5041	Seminar in Nursing Research
NUR4999	Capstone Seminar

NURSING (MSN)	
<p>The Division of Nursing is committed to preparing competent and compassionate practitioners, educators, and leaders in nursing who will advance the profession through the generation, transmission, and creative use of knowledge. The 36-46 credit, online or blended 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 assume advanced roles in the profession of nursing.</p> <p>Concentrations:</p> <ul style="list-style-type: none"> Nursing Education Nursing Administration Family Nurse Practitioner Family Nurse Practitioner Post-Master's Certificate 	
Learning Outcomes	
<ul style="list-style-type: none"> • Apply knowledge gained from theoretical and empirical knowledge in nursing and related disciplines to inform and/or initiate change in nursing education, nursing administration, and advanced practice nursing. • Demonstrate the use of scholarly inquiry to inform educational, administrative, and advanced nursing practices. • Apply ethical decision-making in research, evaluation, nursing education, nursing management, and advanced nursing practice. Analyze the effect of health policy, finance, healthcare technologies, and organizational structure on the development and implementation of quality educational programs and healthcare delivery systems. • Demonstrate the use of leadership strategies that advance the design and implementation of quality education programs and improve clinical practice. • Analyze the effect of sociopolitical and cultural influences on nursing education and healthcare practices. • Integrate advances in healthcare technology into nursing education and healthcare. • Demonstrate a commitment to ongoing personal and advanced professional development through professional involvement, lifelong learning, and understanding of doctoral study. Apply leadership strategies to contribute to the ongoing development of the profession of nursing and nursing education. 	
Core Requirements (Required for All Concentrations)	
NUR5040	The Art and Science of Nursing for Advanced Practice
NUR5041	Seminar in Nursing Research & Evidence-Based Practice
NUR5042	Policy, Politics, and Organization of Healthcare
NUR6040	Advanced Concepts of Pathophysiology
NUR6041	Advanced Concepts of Pharmacology
NUR6042	Advanced Concepts of Health Assessment

Choose One Concentration	
<i>Nursing Education</i>	
NUR5140	Evaluating Learning Outcomes
NUR5412	Professional Writing for Nurses
NUR6141	Evidenced-Based Practice for Nursing Education
NUR6149	Nursing Education Practicum
<i>Nursing Administration</i>	
NUR5412	Professional Writing for Nurses
NUR6142	Nursing Leadership and Management
NUR6143	Concepts and Elements of Core Measures
NUR6249	Nursing Administration Practicum
<i>Family Nurse Practitioner</i>	
NUR6510	Advanced Health Assessment & Differential Diagnosis
NUR6520	Advanced Practice Professional Issues & Responsibilities
NUR6530	Pharmacology for Advanced Practice Nurses
NUR6540	Primary Care Clinical Management: Role of FNP I
NUR6550	Primary Care Clinical Management: Role of the FNP II
NUR6560	Primary Care Clinical Management: Role of the FNP III
NUR6600	Advanced Practice Capstone

FAMILY NURSE PRACTITIONER POST-MASTER'S CERTIFICATE (FNP)	
NUR6510	Advanced Health Assessment & Differential Diagnosis
NUR6520	Advanced Practice Professional Issues & Responsibilities
NUR6530	Pharmacology for Advanced Practice Nurses
NUR6540	Primary Care Clinical Management: Role of FNP I
NUR6550	Primary Care Clinical Management: Role of the FNP II
NUR6560	Primary Care Clinical Management: Role of the FNP III
NUR6600	Advanced Practice Capstone

OCCUPATIONAL THERAPY (COMBINED BSOS/MSOT)

Occupational therapy requires a master's degree for entry-level, generalist practice. The School of Health Sciences offers both undergraduate and graduate entry tracks (see MSOT below).

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 153 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 other program requirements in the first two years and then progress to professional courses in the third year. Transfer students generally enter the program having completed some of the general education and/or program requirements. Thus, the time to complete general education courses and additional program requirements may vary. 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.

Learning Outcomes

At the completion of the five-year program (BSOS/MSOT), students will be able to:

- Demonstrate knowledge and understanding of the biological, physical, social and behavioral sciences as applied to occupations across the lifespan.
- Evaluate/Apply OT history, philosophy, and theoretical perspectives from parent disciplines, OT models of practice and frames of reference, and emerging theory, to support the OT Process.
- Apply the various contexts such as social, cultural, political, economic and ecological influences in which Occupational Therapy services are provided.
- Exhibit an attitude of scholarly curiosity and inquiry by demonstrating an understanding of the research process including proposal writing, critiquing the literature, designing studies, collecting and analyzing data, and interpreting findings.
- Demonstrate clinical reasoning including scientific, narrative, procedural, pragmatic, ethical and interactive reasoning.
- Articulate and apply Occupational Therapy Practice Frameworks (OTPF) to the process of evaluation, intervention and outcomes to individuals, organizations and/or populations.
- Communicate in a variety of formats and effectively collaborate with other professionals (e.g. nurses, COTA's, physicians, social workers, physical therapists).
- Demonstrate knowledge of and uphold the American Occupational Therapy Association's (AOTA) Code of Ethics, Ethics Standards and Standards of Practice as the basis for ethical decision making in all aspects of professional practice. Also, to promote professional development and demonstrate professional advocacy by participation in professional organizations (e.g. WFOT, AOTA, state OT associations).

- Articulate the professional and supervisory roles of the occupational therapist and the professional responsibilities and competencies related to liability issues that are grounded in knowledge of systems/structures and the principles of leadership and management theory.

General Education Requirements

See page 97. General Education requirements may be fulfilled by program requirements where applicable.

Requirements

Course Number	Course Title
AIC1140	The Undergraduate Experience
ENG1201	English Composition I
ENG1202	English Composition and Literature II
COM2200	Information Technology
PSY1401	General Psychology I
PSY1501	General Psychology II
PSY3600	Abnormal Psychology
PSY2450	Developmental Psychology
SOC1100	Introduction to Sociology
BIO1200/1201	Human Anatomy and Physiology with Lab
PHY1200/1210	Physics of the Human Body with Lab
MAT2004	Biostatistics
	Cultural Awareness (6 credits)
	Literature (3 credits)
	Social Awareness (3 credits)
	Electives (12 credits)

Professional Foundation Phase

OTR5010	Introduction to Occupational Therapy
OTR5020	Medical Terminology
OTR5030	Professional Communication
OTR5040	Occupational Science
OTR5050	Neuroscience
OTR5060	Task and Activity Analysis
OTR5110	Foundations of Occupational Therapy
OTR5120	Evidence-Based Practice
OTR5130/5131	Gross Anatomy
OTR5140/5141	Group Dynamics
OTR5150/5151	Kinesiology
OTR5200	Comprehensive Exam

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 American Occupational Therapy Association 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 must successfully complete the occupational therapy professional foundations courses as well as earn a minimum of 120 credits to qualify for a BSOS degree. Students must complete the additional fifth year of graduate coursework and Level II Fieldwork to qualify for a MSOT degree. Refer to the graduate portion of the catalog for specific courses, program completion requirements and academic regulations relating to the professional phase of the occupational therapy program.

Additional Program Notes

Information on the MSOT program for students who have previously earned a Bachelor of Science in Occupational Science degree can be found on page 64.

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 above) for students entering the program as freshmen or undergraduate transfers and a direct-entry option for individuals who already have earned a bachelor's degree. The post-baccalaureate option requires 96 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.

Learning Outcomes

- Demonstrate knowledge and understanding of the biological, physical, social and behavioral sciences as applied to occupations across the lifespan.
- Evaluate/Apply OT history, philosophy, and theoretical perspectives from parent disciplines, OT models of practice and frames of reference, and emerging theory, to support the OT Process.
- Apply the various contexts such as social, cultural, political, economic and ecological influences in which Occupational Therapy services are provided.
- Exhibit an attitude of scholarly curiosity and inquiry by demonstrating an understanding of the research process including proposal writing, critiquing the literature, designing studies, collecting and analyzing data, and interpreting findings.
- Demonstrate clinical reasoning including scientific, narrative, procedural, pragmatic, ethical and interactive reasoning.
- Articulate and apply Occupational Therapy Practice Frameworks (OTPF) to the process of evaluation, intervention and outcomes to individuals, organizations and/or populations.
- Communicate in a variety of formats and effectively collaborate with other professionals (e.g. nurses, COTA's, physicians, social workers, physical therapists).
- Demonstrate knowledge of and uphold the American Occupational Therapy Association's (AOTA) Code of Ethics, Ethics Standards and Standards of Practice as the basis for ethical decision making in all aspects of professional practice. Also, to promote professional development and demonstrate professional advocacy by participation in professional organizations (e.g. WFOT, AOTA, state OT associations).
- Articulate the professional and supervisory roles of the OTR, and the professional responsibilities and competencies related to liability issues that are grounded in knowledge of systems/structures and the principles of leadership and management

theory.	
Professional Foundation Phase	
<i>Fall Term</i>	
OTR5010	Introduction to Occupational Therapy
OTR5020	Medical Terminology
OTR5030	Professional Communication
OTR5040	Occupational Science
OTR5050	Neuroscience
OTR5060	Task & Activity Analysis
<i>Spring Term</i>	
OTR5110	Foundations of Occupational Therapy
OTR5120	Evidence-Based Practice
OTR5130/5131	Gross Anatomy with Laboratory
OTR 5140/5141	Group Dynamics/Lab
OTR5150/5151	Kinesiology with Laboratory
OTR5200	Comprehensive Exam
Professional Phase	
<i>Fall Term – Childhood/Adolescence</i>	
OTR5230	Psychosocial Occupations 1
OTR5231	Physical Occupations 1
OTR5232	Assistive Technology 1
OTR5233	Fieldwork/Service Delivery 1
OTR5240	Research 1
MAT2004	Biostatistics
<i>Spring Term – Adults/Elders</i>	
OTR5430	Psychosocial Occupations 2
OTR5431	Physical Occupations 2
OTR5432	Assistive Technology 2
OTR5433	Fieldwork/Service Delivery 2
OTR5525	Program Development in Health/Wellness
OTR5531	Supervision/Management
OTR5600	Comprehensive Exam
<i>Fall Term</i>	
OTR6030	Occupational Therapy Process: Pediatrics
OTR6031	Occupational Therapy Process: Mental Health
OTR6032	Occupational Therapy Process: Adults
OTR6033	Occupational Therapy Process: Aging
OTR6130	Fieldwork Seminar
OTR6200	Comprehensive Exam
<i>Spring Term</i>	
OTR6139	Level II Fieldwork
OTR6239	Level II Fieldwork
<i>Summer Session I</i>	
OTR6240	Level II Fieldwork Extension

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 (OTR6139, OTR6239, and OTR6240 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 admitted to its programs. Students who subsequently refuse to permit a CORI review will be dismissed from the program. Students with a negative CORI may be denied the ability to participate in academic fieldwork and/or 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.

POST-PROFESSIONAL OCCUPATIONAL THERAPY (OTD)

The Post-Professional OTD is designed to prepare graduates to contribute to the growth and advancement of the profession by educating the next generation of occupational therapists, enhancing the quality of care provided to the growing number of clients who will need OT services, and advocating for the profession. The program is offered primarily through distance education to meet the needs of busy, working professionals. The program requires 3 on-campus visits during the course of the program. The entire, 30-credit program is designed to be completed in 21 months. The program is based on AOTA's vision and guidelines for the profession including, AOTA's Centennial Vision (2007), AOTA's Specialized Knowledge and Skills of Occupational Therapy Educators of the Future (2009), and AOTA's Philosophical Base of Occupational Therapy (2011)

On-Campus Sessions–Low-Residency Requirements. Students will be required to attend 4 on-campus sessions: an orientation session prior to the start of the first term and three (3) residencies at various points in the program as outlined below. Each residency will be a required component of a course as identified below and will serve as the equivalent of two course sessions/modules in a typical 15-week term. As described in NEASC's Policy on Credits and Degrees, federal regulation defines a credit hour as: "one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week..." In compliance with this policy, each residency will require at least 6 hours of direct instruction and at least 12 hours of outside work and substitute for two, 3-hour class sessions.

Program Orientation – Prior to start of first term. Purpose is to provide an orientation to the program and online learning, facilitate socialization among students and faculty, review program requirements and the institution's graduate academic regulations and academic integrity policies (Appendix F). The program orientation will be recorded so it will be available to students for review at a later time and can be accessed by students who begin in the spring term.

Learning Outcomes

- Integrate occupational therapy and other relevant theories into clinical practice, education, research, and advocacy to advance the profession of occupational therapy and the health of communities served.
- Critically evaluate research findings and other evidence for applicability to occupational therapy practice and education.
- Advocate for evidence-based and occupation-based practice in clinical practice, education, and research through educational leadership.
- Demonstrate the ability to design curriculum to prepare competent future practitioners for current and emerging practice settings.
- Design learning environments that promote the development of culturally sensitive, competent, and ethical practitioners who are consumers of evidence-based and occupation-based practice.
- Effectively collaborates across disciplines to advance the profession and enhance the preparation of future practitioners.
- Promotes the professional growth and development of students and colleagues
- Use leadership and advocacy skills to influence local, national, and global policies to advance occupational therapy practice, education, and research.

- Engage in scholarly endeavors to further occupational therapy practice, education, and research.

Requirements	
OTR7100	Scholarship of Teaching and Learning for Occupational Therapy
OTR7300	Leadership in Occupational Therapy
OTR7500	Occupational Therapy Theory in Practice, Education and Research
OTR7700	Occupational Therapy Scientific Inquiry and Research I
OTR7900	Occupational Therapy and Community-Based and Population-Based Practice
OTR8100	Occupational Therapy Scientific Inquiry and Research II
OTR8300	Occupational Therapy and Legal, Ethical, and Policy Issues
OTR8500	Evidence-Based Practice and Occupation Practice
OTR8800	Writing for Publication
OTR8900	Capstone Seminar

PHYSICAL THERAPY (BS IN HEALTH SCIENCES-PRE-PHYSICAL THERAPY)	
<p>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.</p> <p>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. In addition, undergraduate physical therapy students are required to complete the equivalent of a minor that is inclusive of advanced level coursework. It is recommended that students complete 1 of the following 3 minor options: biology, psychology or sociology, each requiring a minimum of 18 credits.</p> <p>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).</p>	
Learning Outcomes	
<ul style="list-style-type: none"> • At the completion of the three-year program (Pre-PT), students will: • Demonstrate knowledge of the role of the physical therapist as a health care professional. • Demonstrate knowledge of the professional behaviors associated with physical therapy. • Demonstrate knowledge of the roles and responsibilities of the physical therapist versus the physical therapist assistant. • Attain the qualifications required for entry into an accredited entry-level DPT program. 	
General Education Requirements	
See page 97. General Education requirements may be fulfilled by major requirements where applicable.	
Requirements	
BIO1400/1401	Biology I with Lab
BIO1500/1501	Biology II with Lab
BIO1200/1201	Anatomy and Physiology In with Lab
BIO1210/1211	Anatomy and Physiology II with Lab
CHE1600/1601/1602	General Chemistry I with Lab and Review
CHE1700/1701/1702	General Chemistry II with Lab and Review
PHY1600/1601/1602	General Physics I with Lab and Review
PHY1800/1801/1802	General Physics II with Lab
COM2200	Information and Technology
PSY1401	General Psychology I
PSY1501	General Psychology II
PTR3201	Physical Therapy Orientation
MAT2004	Biostatistics
Program Notes	

In the three-year undergraduate phase, a cumulative grade point average of 3.2 and a grade point average of 3.2 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.

PHYSICAL THERAPY (DPT)	
<p>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 years of study, including summers.</p>	
Learning Outcomes	
<ul style="list-style-type: none"> • Graduates will be able to examine, evaluate, diagnose, and provide physical therapy interventions to patients across the lifespan with neuromuscular, cardiopulmonary, integumentary and musculoskeletal dysfunctions. • Graduates will demonstrate sensitivity to individual social, cultural and emotional differences/similarities in patients and their support systems in all interactions. • Graduates will demonstrate knowledge of basic research principles and their application to physical therapy practice. • Graduates will demonstrate a commitment to the profession of physical therapy through leadership and/or service. 	
Requirements	
YEAR ONE	
Summer Term	
PTR7030	Scientific Inquiry in Physical Therapy
PTR7020/7021	Gross Anatomy I/Lab
PTR7131	Scientific Inquiry I (online)
Fall Term	
PTR7120/7121	Gross Anatomy II/Lab
PTR7133	Foundations of Clinical Medicine
PTR7142	Professional Foundations I
PTR7145	Kinesiology
PTR7160,7161	Fundamentals of Patient Management II/Lab
PTR7170	Fundamentals of Patient Management III
Spring Term	
PTR7230	Neuroscience I
PTR7210/7211	Musculoskeletal Patient Management I/Lab
PTR7220/7221	Musculoskeletal Patient Management II/Lab
PTR7242	Exercise Physiology
PTR7240	Professional Foundations II
PTR7241	Scientific Inquiry II
Summer Term	
PTR7236	Clinical Education I (12 weeks)

YEAR TWO	
Fall Term	
PTR7430	Neuroscience II
PTR7431	Scientific Inquiry III
PTR7432	Introduction to Ergonomics
PTR7433	Neuromuscular Clinical Medicine
PTR7450/7451	Neuromuscular Patient Management I/Lab
PTR7460/7461	Gait, Orthotics and Prosthetics/Lab
Spring Term	
PTR7531	Pharmacology
PTR7530	Principles of Teaching and Learning
PTR7520/7521	Neuromuscular Patient Management II/Lab
PTR7533	Integumentary Patient Management
PTR7535	Cardiopulmonary Clinical Medicine
PTR7540	Psychosocial Elements of Illness and Disability
PTR7541	Health and Wellness
PTR7542	Cardiopulmonary Patient Management
YEAR THREE	
Summer Term	
PTR7536	Clinical Education II (12 weeks)
Fall Term	
PTR7630	Scientific Inquiry IV
PTR7631	Differential Diagnosis and Imaging
PTR7660/7661	Musculoskeletal Patient Management III/Lab
PTR7633	Health Policy and Administration
PTR7650/7651	Pediatric Patient Management/Lab
PTR7641	Complex Patient: An Integrative Seminar
Spring Term	
PTR7730	Scientific Inquiry V
PTR7736	Clinical Education III (12 weeks)
Clinical Experience Requirements	
<p>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 comprises three different 12-week clinical internships in a variety of settings.</p>	

PUBLIC HEALTH (BS)

A bachelor of science in public health degree 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 (18 credits) in consultation with the program advisor. Students must work closely with the program director to select specific courses that will meet program requirements and career goals.

Learning Outcomes

- Describe the role of public health, its history, core values and its functions across the globe and in society.
- Use data to understand public health problems and assess interventions, applying knowledge of data collection and principles of epidemiology and biostatistics.
- Explain the use and importance of evidence-based public health programs in solving public health problems.
- Explain the concepts of population health, and the basic processes, approaches, and interventions used to identify and address health-related needs of populations in the U.S. and the world.
- Identify opportunities for promoting and protecting health across the life span based on an understanding of the underlying science of human health and disease.
- Critically examine and recognize the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.
- Apply project implementation skills, including planning, assessment, and evaluation toward public health problems.
- Compare and contrast the effects of different health policies in the U.S and elsewhere, in terms of both the economic impacts and effects on the public's health.
- Explain the roles of various agencies of government and private sector organizations in the regulatory, health care delivery, and health care financing systems.
- Apply communication skills including those in oral presentation, technical and professional writing, and use of mass media and technology to public health issues.

General Education Requirements

See page 97. General Education requirements may be fulfilled by major requirements where applicable.

Major Requirements

PCH1030	Introduction to Public Health Practice
PCH2030	Global Health
PCH3250	Environmental Health
PCH3030	Epidemiology in Public Health
PCH3031	Public Health Policy
PCH3066	Internship in Public Health

PCH3630	Community Health Promotion
PCH4430	Seminar in Public Health
<i>9 credits must be selected from any of the following:</i>	
HCM2200	American Healthcare System
HCM3230	Ethical and Legal Issues in Healthcare
HCM4240	Healthcare Economics & Finance
PSY2610	Health Psychology
SOC3440	Sociology of Health and Illness
Any biology or chemistry course at the 2000 level or above	
Minor Requirements	
The minor in Public Health consists of 12 credit hours of courses in public health and 6 credit hours from other courses. The courses selected must include:	
PCH1030	Introduction to Public Health Practice
PCH2040	Epidemiology
<i>Plus 6 credits from additional Public Health courses</i>	
<i>Plus 6 credits from any of the following:</i>	
HCM2200	American Health Care System
HCM3230	Ethical and Legal Issues in Health Care
HCM4240	Health Care Economics and Finance
SOC3440	Sociology of Health and Illness
PSY2610	Health Psychology

SPEECH LANGUAGE PATHOLOGY ASSISTANT (SLPA)
Speech Language Pathology Assistants (SLPA) work under the direction and supervision of speech language pathologists and assist in the execution of a speech and language program and

complete a number of tasks including assisting with screenings, assessments, and implementation of treatment plans as directed by the speech language pathologist. Successful completion of the 18 credits of coursework described below enables students to work as an SLPA in the State of Massachusetts. This set of courses, which is equivalent to a minor may be completed as part of a number of majors offered at AIC.

Requirements:

SLP1010	Human Communication and Disorders
SLP1050	Multicultural Issues in Language
SLP2010	Normal Speech and Language Development
SLP3010	Speech-Language Disorders in the Educational Setting
SLP3050	Clinical Methods
SLP3099	Practicum

SCHOOL OF EDUCATION

Sylvia A. Mason, EdD, Dean

American International’s School of Education Educator Preparation Program was formerly organized and approved by the Board of Trustees in October, 2015. Formerly known as the School of Graduate and Adult Studies, the new School of Education’s primary goal is to prepare “Educators as Leaders” who can demonstrate, identify, evaluate and create learning environments, which show impact and improvement in PK-12 districts and classrooms.

The Educator Preparation Program (EPP) at American International College is accredited by the Massachusetts Department of Elementary and Secondary Education. All programs are aligned with their respective Specialty Program Areas (SPA), including but not limited to: Interstate standard for New Teacher Assessment and Support Consortium (INTASC), National Association of State Directors of Teacher Education and Certification (NASDTEC), International Society for technology in Education (ISTE-T), Massachusetts Teacher Standards (MST) and the (Council for the Accreditation of Educator Preparation).

Doctor of Education (EdD) Programs

The School of Education’s Educator Preparation Program also offers the following doctoral (Ed.D) programs: Educational Leadership and Supervision; Teaching and Learning; Individual and Institutional Development; Professional Counseling and Supervision; and Psychology

Educator Preparation Licensure Programs (Initial)

The School of Education offers courses leading to the initial and professional licenses. Initial Program Licensure are offered in the following programs: (1) Early Childhood Education; (2) Elementary Education; (3) Moderate Disabilities; and (4) Middle and Secondary Education.¹ Recommendation for licensure is contingent on the candidate’s successful completion of all

¹ The Middle and Secondary Program has ten content areas from which to select. They are Biology, Business, Chemistry, English, Foreign Language – French, Foreign Language – Spanish, General Science, History, and Mathematics.

coursework, field and clinical experiences, and passing of the appropriate Massachusetts tests for Educator Licensure.

While the School of Education serves a population of in-service practitioners, the EPP does offer the Five-Year BA-BS/MEd Program called the 4+1 program. This program is in collaboration with undergraduates who have an interest in liberal studies and education. The 4+1 program provides undergraduates with an opportunity to complete the AIC teacher preparation program with both licensure and a master's degree in five years. Recommendation for licensure is contingent on the candidate's successful completion of all coursework, field and clinical experiences, and passing of the appropriate Massachusetts tests for Educator Licensure.

Post-Baccalaureate candidates (individuals who already possess a Bachelor's Degree) are eligible to apply to the EPP's two-year School of Education's Extended Campus Program (XCP). Recommendation for Initial Licensure is contingent on the candidate's successful completion of all coursework, field and clinical experiences, and passing of the appropriate Massachusetts tests for Educator Licensure. The School of Education's Post Baccalaureate XCP Program leads to following degrees: (1) Initial Licensure and MEd; (2) Certificate of Advanced Graduate Study (CAGS) in the initial licensure in (1) Early Childhood Education; (2) Elementary Education; (3) Moderate Disabilities; and (4) Middle and Secondary Education.

Professional Programs and Licensure

The Educational Preparation Program offers courses leading to **professional licensure** for candidates who possess an **initial license** in the following fields: (1) Early Childhood, (MEd or CAGS); (2) Elementary Education (MEd or CAGS); and (3) Moderate Disabilities (PK-8 or CAGS).

The Educational Preparation Program also offers individuals the opportunity to earn a second initial license. The "SILO" program (Second Initial License Opportunity) for Initial licensed teachers or administrators who wish to add a second Initial license.

Program Requirements for students beginning in the 2016-2017 academic year for initial license and School Guidance and Adjustment:

1. Applicants must successfully complete each transition point, hallmark assignments, field, clinical and practicum experiences with a minimum score of proficient or higher.
2. Candidates must maintain a 3.0 throughout their program matriculation.
3. Attendance at ALL culminating workshops.
4. Meet the minimum passing score on all MTELS.
5. Minimum Score of "3" on the Writing Sample.
6. A minimum score of "3" on ePortfolio
7. Completion of Program Survey

Program Requirements for students beginning in the 2016-2017 academic year for School Leadership Program:

1. Applicants must successfully complete each transition point, hallmark assignments, field, clinical and practicum experiences with a minimum score of proficient or higher.
2. Candidates must maintain a 3.0 throughout their program matriculation.

3. Successfully complete field based research (where applicable).
4. Attendance at ALL culminating workshops
5. Meet the minimum passing score on all MTELS.
6. Minimum Score of “3” on the Writing Sample.
7. A minimum score of “3” on ePortfolio
8. Completion of Program Survey

Transfer Credits

Transfer credits are only applicable for CAGS and master’s programs. Applicants may transfer up to 9 credit content related credit hours from an accredited four-year college or institution in professional programs only. The professional programs are fields other than Early Childhood, Elementary, and Moderate Disabilities.

ELEMENTARY EDUCATION PROGRAM (INITIAL LICENSE)	
The bachelor’s degree in Elementary Education prepares candidates to teach in first through grades six. The program leads to a Massachusetts Initial License. The rationale for the program comes for the increasing need for highly qualified teachers whose instruction results in a positive impact in classrooms. The goals of the program are to produce teachers who are able to describe, analyze, evaluate and create diverse learning for ALL students that are developmentally appropriate, culturally responsive, and that use researched best practices. The focuses of the Elementary Education Program is to prepare candidates will give students in PK-5 Classrooms the enduring skills to meet 21 st Century and College Readiness.	
Learning Outcomes	
At the completion of the program, the candidate in the Elementary Education Program should be able to:	
<ul style="list-style-type: none"> • Describe, evaluate, and articulate an in-depth breadth of knowledge and best practices for elementary school curriculum • Demonstrate, design, and implement appropriate instructional adaptations including assistive technology to address the learning styles of diverse student populations. • Analyze school based data to select, create, implement and assess objectives and learning outcomes for students using state, national or local curriculums. • Demonstrate and show impact of reflective practices in PK-12 Classrooms. • Examine, design and employ a learning environment that is developmentally appropriate, safe, culturally sensitive (including ELL) and addresses the needs of students with special needs (including disabled children). 	
Program requirements	
Mandatory pre-requisite: pass Communication & Literacy MTEL for admission and attend candidate orientation workshop.	
*Field experience required	
EDU5400	The Reflective Practitioner
EDU5410*	Introduction to Special Education (25 hours fieldwork*)
EDU5520*	Teaching Reading and Language Arts (25 hours fieldwork*)
EDU5540	Multisensory Teaching of Language Skills
EDU6654	Classroom Assessment

EDU5530*	Teaching of Mathematics (25 hours fieldwork*)
EDU6610	Behavior Management
Required Practicum Orientation	Prior to taking EDU 6600 there is a mandatory practicum orientation session
EDU6600	Assessment, Methods and Materials for Teaching Special Education
EDU6620	Education Seminar
EDU6625	Sheltered English Immersion
EDU6719	Student Teaching Practicum
or EDU6819	Practicum in Education
or EDU6829	Field Based Research (non-licensure)
Program Requirement in Field Experience	All <u>required</u> field experience hours and MTEL'S must be complete before the candidate may enter final practicum experience
Choose one as appropriate	EDU 6719 Student Teaching EDU 6819 Practicum in Education EDU 6629 Field-Based Research (Non-Licensure)
Additional Program Notes	
All licensure candidates will either have to take EDU 6625 or provide evidence to AIC that they completed recent training in Sheltered English Instruction for English Language Learner students in their school district, or have passed the SEI MTEL or hold a valid ESL license.	
Master of Education degree or CAGS awarded	
Total credits: 36	

EARLY CHILDHOOD EDUCATION (INITIAL LICENSE)	
<p>The Master of Education degree in Early Childhood Education candidates to teach in grades from Pre-K through Grade 2. The program leads to a Massachusetts Initial License. The rationale the program is in response to the nations call to make an investment in our children at the earliest stages in their lives and reduce the probability they will engage in delinquent behaviors, high failure rates, poor health and inability to become successful contributing citizens. The goals of the program are to provide candidates with in an in-depth knowledge of research, best practices, and evidenced based strategies to prepare them deliver appropriate instructional practices in early childhood and children with special needs. The program also focuses on candidates give children and families attain the tools to become resilient and practice self-regulatory behaviors.</p>	
Learning Outcomes	
<p>At the completion of the program, the candidate in the Early Childhood Program or CAGS should be able to:</p> <ul style="list-style-type: none"> • Articulate and apply theoretical constructs and best practices to understand the characteristics of young children with and without disabilities. • Identify and explain the rationale and essential need for family and school partnerships to improve education, health, safety for all children. • Identify, analyze, select and apply appropriate assessment methods to determine growth and development of children within the school or home environment. • Show, implement and assess diverse instructional (including technology) and content pedagogy that address children with multiple needs, language barriers, developmental delays or other learning challengers. • Demonstrate and show impact of reflective practices in PK-2 classrooms. 	
Requirements	
<p>Mandatory pre-requisite: pass Communication & Literacy MTEL for admission and attend candidate orientation workshop.</p>	
<p>*Field experience required</p>	
EDU5400	The Reflective Practitioner
EDU5410*	Introduction to Special Education (25 hours fieldwork*)
EDU5520*	Teaching Reading and Language Arts: EC, Elementary, Moderate Disabilities (PreK-8) (25 hours fieldwork*)
EDU5540	Multisensory Teaching of Language Skills
EDU6595	Assessment and Curriculum for Early Childhood
EDU5530*	Teaching of Mathematics: Early Childhood, Elementary, Moderate Disabilities (25 hours fieldwork*)
EDU6610	Behavior Management
Required Practicum Orientation	Prior to taking EDU 6600 there is a mandatory practicum orientation session
EDU6600	Assessment, Methods and Materials for Teaching Special Education
EDU6620	Education Seminar
EDU6625**	Sheltered English Immersion
Field Experience Explanation for Recommendation of Licensure	Candidate seeking endorsement for Initial Teacher licensure must successfully complete of the course sequence and submit passing scores on all required MTEL Sections. The

	<p>practicum requires the candidate to log hours on two levels, PreK-K AND in Grades 1 or 2) and submit the program portfolio. On one practicum level, there must be interaction with students with disabilities.</p>
<p>All required field experience hours and MTEL'S must be complete before the candidate may enter final practicum experience</p>	
<p>Additional Program Notes:</p>	
<p>Choose one as appropriate: EDU 6719 Student Teaching EDU 6819 Practicum in Education EDU 6629 Field-Based Research (Non-Licensure)</p>	
<p>Master of Education degree or CAGS awarded Total credits: 36</p>	

MIDDLE/SECONDARY EDUCATION (INITIAL LICENSE)	
The Master of Education Degree Middle/Secondary Education prepares candidates with a bachelor's degree in arts and sciences who are seeking an Initial License to teach in Grades 5-8 OR 5-12, OR 8-12 depending on the field of licensure. Candidates may secure an Initial License in the following content areas: (1) Biology; (2) Business; (3) Chemistry; (4) Foreign Languages [French, Spanish]; (5) General Science; (6) History; or (7) Mathematics.	
Learning Outcomes	
At the completion of the Middle Secondary Education Program (Initial License) or CAGS the candidate should be able to:	
<ul style="list-style-type: none"> • Demonstrate, define and build and articulate a broad and in-depth knowledge of their respective content areas for grade level licensure. • Outline, construct, list, and assess developmentally appropriate lessons that align with local, state and national curriculum goals. • Make us of, demonstrate and construct learning environments that impact middle and secondary students in becoming proficient in meeting 21st Century and College Readiness Goals. • Produce candidates that show they ability to create and modify curriculum to diverse student needs, is culturally competent, infused with technology and helps students with special needs inclusive of disabilities and ELL. 	
Requirements	
Pre-requisites: pass Communication & Literacy MTEL for admission and attend candidate orientation workshop.	
*Field experience required	
EDU5400	The Reflective Practitioner
EDU5410*	Introduction to Special Education (25 hours fieldwork*)
EDU6664*	Reading and Communication in the Secondary and Middle Schools (25 hours fieldwork*)
EDU6674*	Secondary and Middle School Methods (25 hours fieldwork *)
Or EDU6678*	Teaching Math: Secondary/Middle (for Math 8-12 or 5-8 candidates only) (for Math teachers Only) (25 hours fieldwork *)
EDU6654	Classroom Assessment
PSY5350	Adolescent Psychology
EDU6610	Behavior Management
Required Practicum Orientation	Prior to taking EDU 6600 there is a mandatory practicum orientation session
EDU6620	Education Seminar
EDU6625**	Sheltered English Immersion
All required field experience hours and MTEL'S must be complete before the candidate may enter final practicum experience	
Choose one as appropriate:	
EDU 6759	Student Teaching in Secondary Education
EDU 6769	Student Teaching in Middle School Education
EDU 6859	Practicum in Secondary Education
EDU6869	Practicum in Middle School Education

Or EDU6669 Field Based Research (Non-Licensure)
Additional Program Notes:
** All licensure candidates will either have to take EDU 6625 or provide evidence to AIC that they completed recent training in Sheltered English Instruction for English Language Learner students in their school district, or have passed the SEI MTEL or hold a valid ESL license.
Master of Education degree or CAGS awarded
Total credits: 36

MODERATE DISABILITIES (INITIAL LICENSE)	
<p>The Master of Education Degree Moderate Disabilities Program is designed for candidates who possess a bachelors' degree who wish to obtain an Initial Teaching License in grades PK-8 or grades 5-12. The purpose of the programs is to address the shortage of special education teachers who can provide challenging yet developmentally appropriate instructional/curriculum, which enables children with moderate disabilities to become as independent and self-sufficient as they can become.</p>	
Learning Outcomes	
<p>At the completion of the Moderate Disabilities Program (Initial License) or CAGS the candidate should be able to:</p> <ul style="list-style-type: none"> • Articulate, discuss and show an understanding of the developmental milestones and learning challenges of students with moderate disabilities and its impact on student learning and self-efficacy. • Identify, examine, deduce and create learning environments that are safe, culturally responsive and competent, inclusive so that students with moderate disabilities are able to develop self-awareness, self-determination, and establish positive social skills. • Identify, plan, make use of and justify the use of the general and specialized curriculum for students with moderate disabilities. • Identify, use and interpret multiple sources assessment data for making appropriate educational decisions for student with moderate disabilities. • Compare, contrast, decide, select and adapt instructional strategies undergirded by best practices (including assistive technology) are used to improve and strengthen student learning outcomes. 	
Requirements	
Pre-requisites: pass Communication & Literacy MTEL for admission and attend candidate orientation workshop.	
*Field experience required	
EDU5400	The Reflective Practitioner
EDU5410*	Introduction to Special Education (25 hours fieldwork*)
EDU5520*	Teaching Reading and Language Arts (25 hours fieldwork*)
EDU5540	Multisensory Teaching of Language Skills
EDU6654	Classroom Assessment
EDU5530*	Teaching Mathematics (25 hours fieldwork*)
EDU6610	Behavior Management
EDU6664	Reading and Communication in the Secondary and Middle School (5-12 candidates only)
Required Practicum Orientation	Prior to taking EDU 6600 there is a mandatory practicum orientation session
EDU6600	Assessment, Methods and Materials for Teaching Special Education
EDU6620**	Education Seminar
EDU6625	Sheltered English Immersion
Additional Program Notes:	
All required field experience hours and MTEL'S must be complete before the candidate may enter final practicum experience	
Choose one as appropriate:	

READING SPECIALIST (INITIAL LICENSE)	
EDU 6739	Student Teaching
EDU 6839	Practicum in Education in Moderate Disabilities
EDU 6639	Field-Based Research (Non-Licensure)
Master of Education degree or CAGS awarded	
Total credits: 36-39	

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. Twenty-first 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.

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.

Requirements	
EDU 5703	Advanced Developmental Reading
EDU 5715	Speech and Language Development
EDU 5725	Specialized Practices in Reading
EDU 5815	Advanced Analysis of Reading and Language Arts
EDU 5850	Effective Literacy Coaching Strategies to Improve Student Achievement
EDU 6244	Organization, Administration, and Supervision of Reading Program
EDU 6345	Teaching Language Arts and the Writing Process
Required Field Orientation	Prior to taking EDU 6547 there is mandatory Practicum Orientation Session
EDU 6547	Children’s and Adolescent Literature
EDU 6625**	Structured English Immersion (SEI) Content for English Language Learners
	** Licensure candidates will have to either take EDU 6625

	or provide evidence to AIC that they completed recent training in Sheltered English Instruction for English Language Learner students in their school district, or have passed the SEI MTEL or hold a valid ESL license.
Choose one as appropriate:	EDU 6649 Field-Based Research (Non-Licensure) or EDU 6849 Practicum in Reading
Master of Education degree or CAGS degree awarded. Total Credits: (30-33)	

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

Learning Outcomes

The International Education program learning outcomes are taken directly from the United National Educational, Scientific and Cultural Organization (UNESCO).² Six internationally agreed education goals aim to meet the learning needs of all children, youth and adults by 2015.

- Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- Goal 2: Ensuring that, by 2015, all children, particularly girls, in difficult circumstances, and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.
- Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs.
- Goal 4: Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
- Goal 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
- Goal 6: Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills.

Requirements

EDU5400	The Reflective Practitioner
EDU3210	Child Growth and Development
EDU6610	Behavior Management
EDU5030	Foundations of Administrative Leadership
EDU5624	Curriculum Design, Development and Evaluation
EDU6486	Diagnostic Teaching
EDU5410	Introduction to Special Education
EDU6654	Classroom Assessment
EDU6629/EDU6669/EDU6639	Field Based Research

Master of Education degree
Total credits: 30

SCHOOL LEADERSHIP (INITIAL LICENSE)

The degree in School Leadership is designed for candidates who are preparing for a roles in one of the following tracks: school principal/assistant principal, administrator of special

² Retrieved from: <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/efa-goals/>

education, and superintendent/assistant superintendent. Outcomes are based on the Professional Standards for Educational Leaders 2015.³

Learning Outcomes

At the conclusion of the program, the candidate should be able to demonstrate, articulate and create:

- Successful completer will be able to define, demonstrate and build a school culture that makes use of best teaching practices and shared vision that results in a positive impact in PK-12 schools.
- Successful completers will be able to define, demonstrate and build a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing and scheduling.
- Successful completers of the program will be able to design and create effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district (which will lead to the success of all students) of continuous improvement for all students.
- Successful candidate will be able to define, develop and sustain a school culture of reflective practice, high expectations, and continuous learning for all students and staff.

Requirements

Pass Communication and Literacy MTEL for admission as licensure candidate (no teachers are grandfathered)

Introductory Seminar - required before program admission

*Fieldwork required

EDU5601	Introduction/Foundation to School Admin & Leadership*
EDU5602	Seminar in Educational Administration and Leadership*
EDU5612	Educational Organizations, Leadership and Institutional Change
EDU5618	Leadership for Professional Development
EDU5624	Curriculum Design, Development and Evaluation*
EDU6630	Supervision and Evaluation of Instruction*
EDU6635 or	School Personnel Management*
EDU6765	Administration of Special Education (SPED Administration candidates only)
EDU6745	Legal Issues for School Leaders
EDU6755	Financial and Asset Management for School Leaders
EDU6890	Seminar: Contemporary Issues in the Superintendency (Supt candidates only)
EDU6989 or	The Practicum Experience: Principals, SPED Admin or Supervisor/Director – 500 hours
EDU6979	Field-based Research (non-licensure)

³ Professional Standards for Educational Leadership 2015. Retrieved: <http://www.ccsso.org/Documents/2015/SummaryofProfessionalStandardsforEducationalLeaders2015.pdf>

Additional Program Notes
Successful candidates are endorsed for licensure when they have successfully completed the MA-PALs assessment, are eligible to be recommended for licensure by the State and become eligible for employment as a school administrator.
Master of Education degree or CAGS awarded Total Credits: 38-43 (depending upon which administrative track they are enrolled in)

**EARLY CHILDHOOD EDUCATION, ELEMENTARY EDUCATION AND MODERATE DISABILITIES (PK-8)
(PROFESSIONAL LICENSE)**

Master’s Degree or Certificate of Advanced Graduate Studies (CAGS)

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.

Learning Outcomes

Program learning outcomes for this degree are based on Massachusetts State Standards and the respective SPA (Specialty Professional Area) content. At the conclusion of the program, the candidate should be able to:

- Apply the appropriate and diverse assessment measures to determine a students’ reading and writing performance.
- Construct, design and use multiple and varied content pedagogical skills to support student learning with demonstrated student growth data.
- Identify and apply integrative and/or assistive technologies that support student learning within and outside of inclusive environments.
- Compare, contrast, and elaborate on the theoretical constructs in urban education that influence successful completion of student learning outcomes.
- Using task analysis, decide and use assessment data to develop developmentally, culturally appropriate curriculum based lessons.
- To address the continued shortfall of teachers in STEM areas.

Requirements

EDU5703	Advanced Developmental Reading
EDU6345	Teaching Language Arts and the Writing Process
EDU5725	Specialized Practices in Reading
EDU5815	Advanced Analysis of Reading and Language Arts
EDU5913	STEM Education in the 21st Century
EDU6460	Applications of Technology in the Classroom
EDU6486	Diagnostic Teaching
EDU6850	Issues of Urban Education
EDU6609	Professional Seminar I
EDU6619	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. (Candidates must identify the degree to which they are applying)
Total credits: 30

PROFESSIONAL LICENSURE ONLY (12 CREDIT HOURS)

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). Coursework in the academic discipline consists of the following advanced coursework in reading:

- EDU 5703 Advanced Developmental Reading
- EDU 6345 Teaching Language Arts and the Writing Process
- EDU 5725 Specialized Practices in Reading
- EDU 5815 Advanced Analysis of Reading and Language Arts

EDUCATIONAL PSYCHOLOGY (MASTER OF ARTS PLUS CERTIFICATE OF ADVANCED GRADUATE STUDIES)

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 Massachusetts Department of Elementary and Secondary Education.

Learning Outcomes

School Guidance Counseling Candidates will

- Understand various levels of curriculum demands and the principals of child and adolescent development as they relate to the needs of diverse learners in consideration of the tasks related to student advising, scheduling, college application and career training.
- Apply core theory and research regarding the cultural context of relationships, including current issues and trends in a multicultural and diverse society, to the practice of school counseling.
- Exhibit the knowledge base and skills needed to ethically and effectively deliver a range of professional counseling and consultation services within the educational setting.
- Provide and implement interventions in collaboration with partners (teachers, parents, students, administrators and support agencies) to develop: student planning and decision making; and promote accurate and appropriate interpretations of assessment data and other relevant information.
- Understand and communicate working knowledge of federal, state, municipal, and school laws/ regulation as they apply to the educational setting and student needs.
- Engage in effective oral and written communication when addressing academic disability eligibility and clinical mental health concerns.

Requirements: Master of Arts in Educational Psychology

PSY5215*	Theories of Counseling
PSY5230*	Principles and Practice of Guidance
PSY5240*	Theoretical Basis for School Counseling Practice

PSY5415	Psychology of Development
PSY6230	Psychology of the Exceptional Child
PSY6505	Issues and Ethics in Psychology
PSY6330	Theories of Learning Disabilities
PSY5315	Group Counseling
PSY6605	Therapeutic Techniques and Consultation
PSY5205	Applied Research Methodology
<i>Master of Arts in Educational Psychology awarded after 30 credits.</i>	
Requirements: Certificate of Advanced Graduate Studies	
PSY5345	Advanced Abnormal Psychology
PSY6515	Psychopharmacology and Substance Abuse
PSY6850*	Diagnostic Psychoeducational Assessment
PSY6689	Advanced Practicum with Seminar ***
PSY6845*	Advanced Counseling Theory and Practice
PSY6855	Group Testing
PSY5305*	Occupational Information
PSY6819	Clinical Experience in Guidance
<i>Certificate of Advanced Graduate Studies awarded after 30 additional credits.</i>	
*Fieldwork required	
<p>***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 coursework through PSY6689, 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.</p> <p>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.</p>	

COUNSELING PSYCHOLOGY (MASTER OF ARTS)

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.

Learning Outcomes

- Expression of Ideas -The candidate will be able to analyze and communicate ideas clearly in correct APA format
- Critical Thinking and Reflection - The candidate will be able to synthesize and evaluate a variety of sources to explore ideas and issues to facilitate continued personal and professional development through self-reflection
- Professional Identity and Ethics - The candidate will be able to express, verbally and in written form, an understanding of the fundamentals of professional practice as well as ethical considerations that should guide one's professional and/or scholarly pursuits
- Social and Cultural Awareness - The candidate will be able to communicate in written and oral forms an understanding of social and cultural similarities and differences and their impact upon professional practice
- Human and Institutional Change - The candidate will be able to evaluate, verbally and in written form, seminal theories of human development and change and analyze how they pertain to individuals and institutions
- Inquiry and Original Research - The candidate will be able to demonstrate the ability to engage in original inquiry into topics of professional and scholarly importance through the production of scholarly writings and an accepted dissertation
- Leadership, Mentorship, and Professional Development - The candidate will be able to analyze and synthesize strategies for demonstrating leadership, mentorship, and ongoing professional development through the creation of strategies for self and others in one's community of practice
- Knowledge of Counseling Theory and Practice-The candidate will be able to express, verbally and in written form, an understanding of the major theories and methodologies of professional counseling
- Knowledge and Application of Theories of Group Work—The candidate will be able to define, verbally and in written form, the uses of group work as part of the counseling profession, including identifying the elements of effective groups and group leadership
- Knowledge of Appraisal and Diagnostic Techniques for Individuals and Groups—The candidate will be able to analyze the appropriate and ethical use of various appraisal

and diagnostic techniques for diverse populations in verbal and written forms

- Knowledge of Abnormal Human Behavior—The candidate will be able to describe the major disorders in human behavior and identify appropriate interventions for diverse populations
- Knowledge of Human Sexuality and Sexuality Counseling—The candidate will be able to analyze and articulate a developmental life cycle approach to sexuality and sexual behavior and demonstrate knowledge of appropriate treatments for diverse populations
- Knowledge of Career and Lifestyle Development. The candidate will be able to articulate the major theories and decision-making models use in career development counseling, in written and verbal forms.

Requirements

PSY6899	Professional Portfolio (Capstone)
PSY5640	Research Methods & Program Evaluation
PSY5510	Counseling Theory & Practice
PSY5520	Psychology of Human Growth & Development
PSY5530	Social & Cultural Bases of Behavior
PSY5540	Helping Relationships
PSY5550	Group Work and Therapy
PSY5560	Career and Lifestyle Development
PSY5610	Appraisal and Diagnostic Techniques
PSY5620	Abnormal Psychology
PSY5630	Human Sexuality for Counselors
PSY5710	Professional Orientation and Ethics
PSY5720	Practicum in Counseling Psychology I (as needed)(1 credit)
PSY5738	Internship in Counseling Psychology I
PSY5838	Internship in Counseling Psychology II *
PSY5938	Internship in Counseling Psychology III *
<i>Electives (18 credits)</i>	
PSY6110	Biological Bases of Behavior
PSY 6210	Personality Theory & Development
PSY6220	Family Therapy
PSY6310	Psychopharmacology
PSY6410	Substance Abuse and Addictive Disorders
PSY6510	Crisis Intervention

* in some states, students may need to take a third internship
 Depending upon internship requirements, some students may take all six of these courses, 6110, 6210, 6220, 6310, 6410, 6510, while others will take five of the six.

SCHOOL ADJUSTMENT COUNSELING (MASTER OF ARTS IN EDUCATIONAL PSYCHOLOGY PLUS THE CERTIFICATE OF ADVANCED GRADUATE STUDIES IN EDUCATIONAL PSYCHOLOGY)

The Master of Arts in Educational Psychology (MAEP) degree is awarded after 30 credits. With completion of the coursework, 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.

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.

Learning Outcomes

School Adjustment Counseling Candidates will:

- Understand and communicate knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in Pre-K-12 students and community settings.
- Plan and implement therapy and interventions with an understanding of the principals of child and adolescent development as they relate to the needs of diverse individuals from various cultural and ethnic backgrounds.
- Apply core counseling theory and research regarding the cultural context of relationships relating to treatment planning and goal acquisition while considering the trends in a multicultural and diverse society.
- Exhibit the knowledge and skills needed to ethically and effectively deliver a range of professional counseling and consultation services within the educational and community setting.
- Provide and implement interventions in collaboration with clients, families, and support agencies.
- Understand and communicate working knowledge of federal, state, municipal, and school laws/ regulation as they apply to the needs of the client population.
- Engage in effective oral and written communication when addressing clinical mental health concerns.
- Apply the skills needed to conduct differential diagnoses in accordance with the current standards in the field of mental health services.

Program Requirements: Master of Arts in Educational Psychology

PSY5215*	Theories of Counseling
PSY5230*	Principles and Practice of Guidance
PSY5240*	Theoretical Basis for School Counseling Practice
PSY5415	Psychology of Development

PSY6230	Psychology of the Exceptional Child
PSY6505	Issues and Ethics in Psychology
PSY6330	Theories of Learning Disabilities
PSY5315	Group Counseling
PSY6605	Therapeutic Techniques and Consultation
PSY5205	Applied Research Methodology
<i>Master of Arts in Educational Psychology awarded after 30 credits.</i>	
Program Requirements: Certificate of Advanced Graduate Studies	
PSY5345	Advanced Abnormal Psychology
PSY6515	Psychopharmacology and Substance Abuse
PSY6850*	Diagnostic Psychoeducational Assessment
PSY6689	Advanced Practicum with Seminar ***
PSY6845*	Advanced Counseling Theory and Practice
PSY5241	The Juvenile Justice System
CRJ5660	Substance Abuse Issues in Criminal Justice
PSY6829	Clinical Experience in School Adjustment Counseling
<i>Certificate of Advanced Graduate Studies awarded after 30 additional credits.</i>	
*Fieldwork required	
<p>***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 coursework through PSY6678 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.</p> <p>The Professional license requires a total of 60 graduate credits, achieved by completing the coursework 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.</p>	

DOCTORAL PROGRAMS

The School of Education's Educator Preparation Program offers the Doctor of Education (EdD) in the following areas: Educational Leadership and Supervision; Teaching and Learning; Individual and Institutional Development; Psychology, and Professional Counseling and Supervision.

EDUCATIONAL LEADERSHIP AND SUPERVISION (EDD)

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

Learning Outcomes

- Expression of Ideas -The candidate will be able to analyze and communicate ideas clearly in correct APA format
- Critical Thinking and Reflection - The candidate will be able to synthesize and evaluate a variety of sources to explore ideas and issues to facilitate continued personal and professional development through self-reflection
- Professional Identity and Ethics - The candidate will be able to express, verbally and in written form, an understanding of the fundamentals of professional practice as well as ethical considerations that should guide one's professional and/or scholarly pursuits
- Social and Cultural Awareness - The candidate will be able to communicate in written and oral forms an understanding of social and cultural similarities and differences and their impact upon professional practice
- Human and Institutional Change - The candidate will be able to evaluate, verbally and in written form, seminal theories of human development and change and analyze how they pertain to individuals and institutions
- Inquiry and Original Research - The candidate will be able to demonstrate the ability to engage in original inquiry into topics of professional and scholarly importance through the production of scholarly writings and an accepted dissertation
- Leadership, Mentorship, and Professional Development - The candidate will be able to analyze and synthesize strategies for demonstrating leadership, mentorship, and ongoing professional development through the creation of strategies for self and others in one's community of practice
- Knowledge and Application of Theories of Effective Leadership - Evaluate and synthesize verbally and in writing in scholarly writing an advanced understanding of scholarly theory and research on effective educational leadership, and apply this theory in practice in one's professional setting and demonstrate this analysis in critical annotations and scholarly papers.

- Knowledge and Application of Theories of Effective Supervision - Evaluate and synthesize verbally and in writing an advanced understanding of seminal theories of human learning and development, as they relate to one's chosen population of practice and demonstrate this analysis in critical annotations and scholarly papers.
- Ability to Assess Instruction and Learning Outcomes - Evaluate and synthesize verbally and in writing an advanced understanding of various theories and models of assessing student learning, as evidenced in critical annotations and scholarly writing. Evaluate and synthesize verbally and in writing an advanced understanding of various theories and models of teaching effectiveness, as evidenced in critical annotations and scholarly papers.
- Ability to Manage School Finances and Human Resources - Evaluate and synthesize verbally and in writing an advanced understanding of a variety of factors that influence the creation and funding of school and district budgets, as evidenced in critical annotations and scholarly papers. Evaluate and synthesize verbally and in writing research on managing human resources in educational settings and apply this synthesis as evidenced in critical annotations and scholarly papers.
- Ability to Evaluate and Implement Educational Technology to Improve Student Motivation and Learning - Evaluate and synthesize verbally and in writing an advanced understanding of scholarly research on educational technology designed to increase student learning, as evidenced in critical annotations and scholarly papers. Evaluate and synthesize verbally and in writing an advanced understanding of scholarly research on technology as a means to increase student motivation, as evidenced in critical annotations and scholarly papers.

Requirements

<i>Common Core Requirements (48 credits)</i>	
EDU7751	Ethics in Educational Practice
EDU7752	Inclusive Leadership
EDU7753	Adult Development and Transformation
EDU7750	Individual and Institutional Change
EDU7760	Reflective Practice, Mentoring, and Professional Self-Renewal
EDU7762	Social and Cultural Influences
EDU9980	Educational Research Methods
EDU9981	Action Research for Educators
EDU9982	Individualized Research Design
EDU9509	Dissertation Research I
EDU9519	Dissertation Research II
EDU8806	Applied Field Work/Internship
EDU9499	Professional Portfolio
EDU9529	Dissertation I
EDU9539	Dissertation II

EDU9549	Dissertation III
<i>Concentration Requirements (15 credits)</i>	
EDU8870	Advanced School Finance
EDU8871	Advanced Educational Leadership
EDU8872	Advanced Instructional Supervision
EDU8873	School Law
EDU8862	Human Resources in Educational Settings
<i>Electives (9 credits)</i>	

INDIVIDUAL AND INSTITUTIONAL DEVELOPMENT (EDD)

The Doctor of Education Program in Individual and Institutional Development focuses on developing understanding of individual and institutional learning and development, as well as their implications for professional practice. Students will learn how to motivate individuals, support them through times of change, and encourage risks that lead to positive transformation.

Learning Outcomes

- Expression of Ideas -The candidate will be able to analyze and communicate ideas clearly in correct APA format
- Critical Thinking and Reflection - The candidate will be able to synthesize and evaluate a variety of sources to explore ideas and issues to facilitate continued personal and professional development through self-reflection
- Professional Identity and Ethics - The candidate will be able to express, verbally and in written form, an understanding of the fundamentals of professional practice as well as ethical considerations that should guide one's professional and/or scholarly pursuits
- Social and Cultural Awareness - The candidate will be able to communicate in written and oral forms an understanding of social and cultural similarities and differences and their impact upon professional practice
- Human and Institutional Change - The candidate will be able to evaluate, verbally and in written form, seminal theories of human development and change and analyze how they pertain to individuals and institutions
- Inquiry and Original Research - The candidate will be able to demonstrate the ability to engage in original inquiry into topics of professional and scholarly importance through the production of scholarly writings and an accepted dissertation
- Leadership, Mentorship, and Professional Development - The candidate will be able to analyze and synthesize strategies for demonstrating leadership, mentorship, and ongoing professional development through the creation of strategies for self and others in one's community of practice
- Knowledge and Application of Theories of Individual and Group Behavior in Organizations -Articulate, through oral presentations and through advanced scholarly writing, the major theories of human motivation and their application to the dynamics of the educational organization(s)/group(s) within the area of one's professional practice.
- Knowledge and Application of Theories of Individual and Group Behavior in Organizations - Articulate, through oral presentations and through advanced scholarly writing, the major theories of human motivation and their application to the dynamics of the educational organization(s)/group(s) within the area of one's professional practice.
- Knowledge and Application of Theories of Interpersonal and Institutional Communication - Articulate, verbally and in advanced scholarly writing, theories of effective communication within institutions and evaluate the effectiveness of those

theories as applied to one's place of professional practice. Generate descriptions of various communication styles, discriminating among the styles in terms of identified descriptors and presenting those findings in scholarly writing.

- Organizational Theory and Development - Articulate verbally through presentations and in advanced scholarly writing the philosophical, historical, political, theoretical, and practical underpinnings of organizational development, defending these elements as a core area of practice within the field of individual and institutional development. Apply the Cummings and Worley General Model of Planned Change and/or other OD models, such as the Action Research Model, by designing an original action research project within the context of an existing organization and institution with which one is associated or familiar.
- Leadership, Creativity, and Change - Articulate and analyze the different theories of organizational leadership, creativity, and change by comparing and contrasting the distinguishing components of each through oral presentations and in advanced scholarly writing.

Program Requirements

<i>Common Core Requirements (42 credits)</i>	
PSY7210	Advanced Human Growth and Development
PSY7220	Advanced Social and Cultural Foundations
PSY7230	Promoting Individual and Institutional Resiliency
PSY7240	Collaboration, Colleagueship and Reflective Practice
PSY8208	Applied Fieldwork/Internship
PSY7440	Research and Program Evaluation
PSY7510	Survey of Research Methods in the Social Domain
PSY8420	Individualized Research Design
EDU9509	Dissertation Research I
EDU9519	Dissertation Research II
EDU9499	Professional Portfolio
EDU9529	Dissertation I
EDU9539	Dissertation II
EDU9549	Dissertation III
<i>Concentration Requirements (15 credits)</i>	
PSY7350	Individual and Institutional Ethics
PSY7520	Adult Learning, Motivation and Transformation
PSY7435	Leadership, Creativity and Change
PSY7325	Organizational Theory and Development
PSY7422	Interpersonal and Institutional Communication
<i>Electives (15 credits)</i>	
PSY7320	Advanced Professional Orientation and Ethics
PSY8031	Advanced Theory and Practice of Career and Lifestyle Development

PSY8009	Organizational and Human Flourishing
PSY8209	Appreciative Inquiry
PSY8012	Human Resource Management in Organizations
PSY8016	Advanced Appraisal (Tests and Measurement)
PSY7465	Advanced Counseling Theory and Practice
PSY8020	Advanced Group Work – Theory and Methodology
PSY8024	Leadership and Politics in Organizations
EDU8864	Directed Study

PROFESSIONAL COUNSELING AND SUPERVISION (EDD)

The Doctor of Education Program in Professional Counseling and Supervision 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.

Learning Outcomes

- Expression of Ideas -The candidate will be able to analyze and communicate ideas clearly in correct APA format
- Critical Thinking and Reflection - The candidate will be able to synthesize and evaluate a variety of sources to explore ideas and issues to facilitate continued personal and professional development through self-reflection
- Professional Identity and Ethics - The candidate will be able to express, verbally and in written form, an understanding of the fundamentals of professional practice as well as ethical considerations that should guide one's professional and/or scholarly pursuits
- Social and Cultural Awareness - The candidate will be able to communicate in written and oral forms an understanding of social and cultural similarities and differences and their impact upon professional practice
- Human and Institutional Change - The candidate will be able to evaluate, verbally and in written form, seminal theories of human development and change and analyze how they pertain to individuals and institutions
- Inquiry and Original Research - The candidate will be able to demonstrate the ability to engage in original inquiry into topics of professional and scholarly importance through the production of scholarly writings and an accepted dissertation
- Leadership, Mentorship, and Professional Development - The candidate will be able to analyze and synthesize strategies for demonstrating leadership, mentorship, and ongoing professional development through the creation of strategies for self and others in one's community of practice
- Knowledge of Counseling Theory and Practice - The candidate will be able to evaluate, verbally and in scholarly writings, seminal theories and methodologies of professional counseling and express a synthesized personal philosophy of best counseling practice
- Knowledge and Application of Theories of Group Work - The candidate will be able to evaluate, verbally and in scholarly writings, seminal theories and methodologies for creating effective therapy groups and express a synthesized personal philosophy of best practice
- Ethical Codes and Best Practices in The Field of Professional Counseling and Supervision - The candidate will be able to evaluate, verbally and in scholarly writings,

the mandated ethical codes in professional counseling and express a synthesized personal philosophy of best practice in counseling and supervision in the counseling field

- Test and Measurements for Individuals and Groups - The candidate will be able to evaluate, verbally and in scholarly writings, the role of appraisal in professional counseling, including the factors to be considered in ethical and effective testing and appraisal with diverse populations
- Supervisory Skills and Practices - The candidate will be able to analyze, verbally and in scholarly writings, the seminal theories of effective and ethical counselor supervision and express a synthesized personal philosophy of best supervisory practice for supervisees at various career stages.

Requirements

<i>Common Core Requirements (42 credits)</i>	
PSY7210	Advanced Human Growth and Development
PSY7220	Advanced Social and Cultural Foundations
PSY7230	Promoting Individual and Institutional Resiliency
PSY7241	Clinical Supervision
PSY7440	Research and Program Evaluation
PSY7510	Survey of Research Methods in the Social Domain
PSY8418	Internship (1,2,3)
PSY8420	Individualized Research Design
EDU9509	Dissertation Research I
EDU9519	Dissertation Research II
EDU9499	Professional Portfolio
EDU9529	Dissertation I
EDU9539	Dissertation II
EDU9549	Dissertation III
<i>Concentration Requirements (15 credits)</i>	
PSY7465	Advanced Counseling Theory and Practice (Helping Relationships)
PSY7410	Advanced Group Work: Theory and Methodology
PSY7430	Advanced Theory and Practice of Career and Lifestyle Development
PSY7420	Advanced Appraisal (Tests and Measurements for Individuals and Groups)
PSY8001	Advanced Professional Orientation and Ethics
<i>Electives (15 Credits)</i>	
EDU8864	Directed Study
PSY8635	Abnormal Psychology
PSY8645	Biological Bases of Behavior
PSY8650	Family Therapy

PSY8655	Human Sexuality for Counselors
PSY8418	Internship 1, 2 &3
PSY8660	Personality Theory and Development
PSY8665	Positive Psychology
PSY8670	Psychology of Learning
PSY8675	Psychopharmacology
PSY8680	Spirituality in Counseling
PSY8685	Substance Abuse & Addictive Disorders
PSY8690	Ethics in Supervision
PSY8695	Group Supervision

PSYCHOLOGY (EDD)

The Doctor of Education Program in Psychology 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.

Learning Outcomes

- Expression of Ideas -The candidate will be able to analyze and communicate ideas clearly in correct APA format
- Critical Thinking and Reflection - The candidate will be able to synthesize and evaluate a variety of sources to explore ideas and issues to facilitate continued personal and professional development through self-reflection
- Professional Identity and Ethics - The candidate will be able to express, verbally and in written form, an understanding of the fundamentals of professional practice as well as ethical considerations that should guide one's professional and/or scholarly pursuits
- Social and Cultural Awareness - The candidate will be able to communicate in written and oral forms an understanding of social and cultural similarities and differences and their impact upon professional practice
- Human and Institutional Change - The candidate will be able to evaluate, verbally and in written form, seminal theories of human development and change and analyze how they pertain to individuals and institutions
- Inquiry and Original Research - The candidate will be able to demonstrate the ability to engage in original inquiry into topics of professional and scholarly importance through the production of scholarly writings and an accepted dissertation
- Leadership, Mentorship, and Professional Development - The candidate will be able to analyze and synthesize strategies for demonstrating leadership, mentorship, and ongoing professional development through the creation of strategies for self and others in one's community of practice
- Knowledge of Counseling Theory and Practice - The candidate will be able to evaluate, verbally and in scholarly writings, seminal theories and methodologies of professional counseling and express a synthesized personal philosophy of best counseling practice
- Knowledge of Systems and Theories of Psychology-The candidate will be able to evaluate and synthesize, in written and oral form, the major schools of psychological thought
- Knowledge of Psychopathology-The candidate will be able to evaluate and synthesize the major diagnostic categories, including an explication of theories related to the development of the disorder
- Knowledge of Advanced Theories of Learning and Behavior-The candidate will be able to evaluate the events in the chronology of the evolution of theories about learning

<p>and describe current theory and research in the field</p> <ul style="list-style-type: none"> • Knowledge of Principles of Psychological Assessment—The candidate will be able to analyze the origins and functions of psychological testing, the nature and use of psychological tests, and the administration, scoring and interpretation of those tests 	
Requirements	
<i>Common Core Requirements (42 credits)</i>	
PSY7210	Advanced Human Growth and Development
PSY7220	Advanced Social and Cultural Foundations
PSY7230	Promoting Individual and Institutional Resiliency
PSY7240	Collaboration, Collegueship and Reflective Practice
PSY7440	Research and Program Evaluation
PSY7510	Survey of Research Methods in the Social Domain
PSY8418	Internship (1,2,3)
PSY8420	Individualized Research Design
EDU9509	Dissertation Research I
EDU9519	Dissertation Research II
EDU9499	Professional Portfolio
EDU9529	Dissertation I
EDU9539	Dissertation II
EDU9549	Dissertation III
<i>Concentration Requirements (15 credits)</i>	
PSY7315	Psychology Systems and Theories
PSY7326	Advanced Theories of Learning and Behavior
PSY7415	Advanced Abnormal Psychology
PSY7425	Principles of Psychological Assessment, Tests and Measurement

TEACHING AND LEARNING (EDD)

The Doctor of Education Program in Teaching and Learning 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.

Learning Outcomes

- Expression of Ideas -The candidate will be able to analyze and communicate ideas clearly in correct APA format
- Critical Thinking and Reflection - The candidate will be able to synthesize and evaluate a variety of sources to explore ideas and issues to facilitate continued personal and professional development through self-reflection
- Professional Identity and Ethics - The candidate will be able to express, verbally and in written form, an understanding of the fundamentals of professional practice as well as ethical considerations that should guide one's professional and/or scholarly pursuits
- Social and Cultural Awareness - The candidate will be able to communicate in written and oral forms an understanding of social and cultural similarities and differences and their impact upon professional practice
- Human and Institutional Change - The candidate will be able to evaluate, verbally and in written form, seminal theories of human development and change and analyze how they pertain to individuals and institutions
- Inquiry and Original Research - The candidate will be able to demonstrate the ability to engage in original inquiry into topics of professional and scholarly importance through the production of scholarly writings and an accepted dissertation
- Leadership, Mentorship, and Professional Development - The candidate will be able to analyze and synthesize strategies for demonstrating leadership, mentorship, and ongoing professional development through the creation of strategies for self and others in one's community of practice
- Knowledge and Application of Teaching as an Art and Science – The candidate will be able to evaluate, synthesize, critique, reflect, and articulate an advanced understanding of scholarly theory, research, practice, and strategies on the art and science of teaching, and demonstrate this ability in critical annotations, scholarly papers, and fieldwork
- Knowledge and Application of Learning Theory – The candidate will demonstrate verbally and in scholarly writing an advanced understanding of the human learning theory and the ability to apply that theory to act of teaching to one's chosen population of practice
- Ability to Assess Teaching and Learning – The candidate will demonstrate the ability to articulate, evaluate, understand and develop various researched and validated theories and models of assessing effective teaching methods, models of student learning assessment, and develop an evaluation strategy for use in one's chosen

<p>population of practice as evidenced in critical annotations, scholarly writing, and professional presentations</p> <ul style="list-style-type: none"> • Ability to Consider the Needs of Diverse Learners – The candidate will demonstrate the advanced understanding of a variety of influences and the implications that such influences may have on effective teaching and will develop comprehensive strategies for addressing the needs of diverse learners, as demonstrated in scholarly writing and dissertation research • Ability to Manage Classroom Instruction for Increased Student Learning and Motivation – The candidate will demonstrate through scholarly writing a comprehensive understanding of classroom management strategies and student motivation research that helps to increase students learning proficiency as evidenced by scholarly writing, professional presentations, and dissertation research. • Knowledge and Application of Advanced Curriculum Practices – The candidate will demonstrate verbally and through scholarly writing an advanced understanding of theories and research on curriculum models and their application to the complex nature of today’s educational environment as demonstrated through critical annotations and/or scholarly writing including the portfolio and dissertation.

Requirements	
<i>Common Core Requirements (48 credits)</i>	
EDU7751	Ethics in Educational Practice
EDU7752	Inclusive Leadership
EDU7753	Adult Development and Transformation
EDU7750	Individual and Institutional Change
EDU7760	Reflective Practice, Mentoring, and Professional Self-Renewal
EDU7762	Social and Cultural Influences
EDU9980	Educational Research Methods
EDU9981	Action Research for Educators
EDU9982	Individualized Research Design
EDU9509	Dissertation Research I
EDU9519	Dissertation Research II
EDU8806	Applied Field Work/Internship
EDU9499	Professional Portfolio
EDU9529	Dissertation I
EDU9539	Dissertation II
EDU9549	Dissertation III
<i>Concentration Requirements (15 credits)</i>	
EDU8850	Teaching in a Diverse Society
EDU8851	Interaction of Classroom Management and Instruction
EDU8852	Educational Implications of Learning and Developmental

	Theories
EDU8853	Thinking about Teaching
EDU8860	Advanced Curriculum Practices and Models
<i>Electives (9 credits)</i>	

COURSE DESCRIPTIONS

ACCOUNTING

ACC1012: 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: ACC1201 or permission of the instructor

ACC1201: 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: None

ACC1202: Principles of Accounting I Laboratory (0)

CO-REQUISITE: ACC1201

ACC1601: 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: ACC1201

ACC2210: 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: ACC1601

ACC2401: 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: ACC1601

ACC2402: Intermediate Accounting I Laboratory (0)

CO-REQUISITE: ACC2401

ACC2601: 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: ACC2401

ACC2602: Intermediate Accounting II Laboratory (0)

CO-REQUISITE: ACC2601

ACC3402: 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, review and compilation of financial statements and their supporting accounts and financial records and the rendering of an accountant's report. PREREQUISITE: ACC2401

ACC3411: 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: ACC1601

ACC3422: 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: ACC2601 or permission of the instructor

ACC3423: Advanced Accounting I Laboratory (0)

CO-REQUISITE: ACC3422

ACC3431: Advanced Accounting II (3)

This course continues the study of advanced accounting principles and practices as they relate to nonprofit entities, including municipal governments, hospitals, universities and voluntary health and welfare organizations. Current topics in accounting are also discussed. PREREQUISITE: ACC2601 or permission of the instructor

ACC3432: Advanced Accounting II Laboratory (0)

CO-REQUISITE: ACC3431

ACC3440: 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: ACC2601 or permission of the instructor

ACC3510: Fraud Examination (3)

This interdisciplinary course begins with the exploration of the nature of fraud, its costs and why it occurs. Emphasis then shifts to the analysis of the accounting and legal procedures used to fight or prevent the different types of fraud such as detection, investigation and the dispositions or resolutions available. PREREQUISITES: ACC1601, CRJ1400

ACC3520: Financial Statement Fraud (3)

This type of white-collar crime is also known as "cooking the books" where various schemes are used to manipulate, misstate, or omit financial information to deceive financial statement users. This in depth study focuses on the detection and investigation of revenue-based, asset-based, liability-based and other financial statement fraud, schemes, as well as the auditor's liability in these criminal activities. PREREQUISITES: ACC1601, ACC3510, CRJ1400, CRJ3420

ACC3611: 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: ACC3440

ACC4875: 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: Limited to accounting majors in their senior year.

ACC4899: Accounting Practicum (3)

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: Open to Juniors and Seniors in the School of Business Administration with permission of the instructor.

ACC5000: Principles of Accounting (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 and investments in stocks and bonds, a study of

financial statement analysis and the Statement of Cash Flows. Lecture classes and laboratory sessions meet at least four times per week. Laboratory fee.

ACC5001: 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: ACC5000

ACC5010: 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 stockholder's equity. Other areas covered in detail include financial statement analysis and the statement of cash flows. PREREQUISITES: ACC5000, ACC5001

ACC5013: 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: ACC5000

ACC5020: 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: ACC5000

ACC5205: Advanced Accounting I - Consolidation, Inter., and Partnership (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. PREREQUISITES: ACC5000, ACC5001, ACC5010

ACC5225: 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. PREREQUISITES: ACC5000, ACC5001, ACC5010, ACC5205

ACC5300: 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: ACC5000

ACC5305: 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: ACC5000

ACC5325: 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: ACC5305

ACC5505: 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. PREREQUISITES: ACC5000, ACC5305, ACC5325

ACC5510: 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 non-liquidating distributions, redemptions, liquidations, accumulated earnings, compensation and fringe benefits and gratuitous transfers of property. PREREQUISITES: ACC5000, ACC5020, ACC5300

ACC5515: 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. PREREQUISITES: ACC5000, ACC5305, ACC5325

ACC5520: 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. PREREQUISITES: ACC5000, ACC5305, ACC5325

ACC5605: Fraud Examination (3)

This course will develop an understanding of the elements of fraud and financial crimes, including fraud prevention, detection and investigation. It will examine consumer fraud and fraud against organizations.

ACC5610: 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: ACC5013

ACC6620: 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: ACC5000

ACC6630: 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. PREREQUISITES: ACC5000, ACC5020 or ACC5300

ACC6640: 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. PREREQUISITES: ACC5000, ACC5305, ACC5325

ACC6650: Prevention and Detection of Fraudulent Financial Reporting (3)

This course will examine the various types of fraud that involve accounting information, financial fraud related to major business processes, as well as the common techniques used to assess the risk of financial statement fraud. Specific topics may include off balance sheet financing, fraudulent sales, asset valuations, conditional sales, understatement of liabilities, income-smoothing and expense capitalization.

ACC6999: Seminar in Contemporary Accounting Issues Capstone (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. PREREQUISITES: ACC5000, ACC5305, ACC5325

AMERICAN INTERNATIONAL COLLEGE

AIC1100: Introduction to ACE (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, and exploring other issues of importance to college students. PREREQUISITE: None

AIC1120: 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: None

AIC1130: 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: None

AIC1140: The Undergraduate Experience (1)

The First Year Seminar is an academic course designed around the core goal of helping students successfully transition to college by meeting their educational, career and personal goals. Students will be provided with information, skills and strategies necessary to fully engage and participate in their learning experiences both inside and outside the classroom. Focus is given to the areas that are critical for success in college: academic and career preparation, understanding the learning and development process; and adjusting to the responsibilities of being an active member of the AIC community.

ART

ART1000: 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 various world sites from the earliest prehistoric through the Modernist eras. The cultures of Africa, Australia, Oceania, the Near East, Greece, Rome, India, China, Japan, Europe (England, Ireland, Germany, Austria, Netherlands, France, Spain, Italy) and the Americas will be considered. Field Trip and fee required.

PREREQUISITE: None

ART1010: Aesthetic Experience in the Contemporary Visual Arts (3)

The 1010 Aesthetic Experience of Contemporary Art Students will study the changing definitions of art and artists over time and the role of art as it relates to philosophical, ethical and societal issues. The course also examines the formal elements of art and the standards by which a work of art is examined and judged. Other unit topics include aesthetic philosophy or the changing philosophy of beauty, identity, ritual, racism, sex/gender, politics, commerce and societal responsibility as demonstrated by art historical examples concentrating on contemporary arts. Students will have written coursework and studio work. Lab fees and Field trip required.

ART1030: 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 writing and units of drawing explore the creative impulse of artists like Leonardo da Vinci, Paul Klee, Pablo Picasso and untrained outsider artists. The student will develop a primary vocabulary of form, materials and methods for creative expression through studio work. Creativity and creative problem solving strategies are considered in the context of everyday life. Lab fee required. PREREQUISITE: None

ART1100: Art Appreciation Through Painting (3)

This course considers painting as it has developed from the early 19th century to the present through text, written assignments and studio exercises. Visual aids, slides and other resources familiarize the student with various Modernist artistic movements and individual artists. Studio work allows the student to better understand the formal principles of design, the nature of paint as a medium and the characteristics of creative endeavor. Field trip and Lab fee required.

PREREQUISITE: None

ART1110: Studio Painting (3)

This is a studio arts course wherein the student will develop technical and expressive skills in the medium of acrylic paint. The student will explore realistic and conventionalized rendering in a pop idiom. They will gain understanding of the creative processing of an idea to result in a tangible product. Background information on pop art will be provided through slides, visual aids and video from which the student will develop their own ideas. Students will learn about the relationship of pop art to commercial culture and the postmodern age in which we live. Lab fee required. PREREQUISITE: None

ART1120: Craft and Design (3)

This is a course that develops an appreciation of the arts from the aesthetic and contextual appreciation of the utilitarian, practical and sometimes not so practical, objects most frequently referred to as crafts. The course will examine the relationship 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 in which it was created and craft as it relates to industry and contemporary society. There will be opportunities to learn how these crafts are made through hands on practice. Lab fee required. PREREQUISITE: None

ART1200: Museum Studio Art Beginner: Introduction to Drawing (1)

Train your eye to see and foster the ability to represent the 3-dimensional world on flat surface. Learn how to create the illusion of spatial depth and develop techniques for creating a portfolio of beautiful drawings. To the first class, bring charcoal pencil and pad of drawing paper, 12"x9" or larger - Canson or Strathomer brands recommended. Supply list provided at registration.

ART1201: Museum Studio Art Beginner: Intro to Oil Painting (1)**ART1202: Museum Studio Art Beginner: Beginning Watercolor (1)****ART1203: Museum Studio Art Beginner: Photorealism/Scientific Illustration (1)**

The course is designed to teach students different perspective techniques, 3-D illustration and photorealism using different media such as: black and white pencils, color pencils, pen and ink and paint. In addition, it provides an opportunity for students to learn scientific illustration, specifically in the field of biology, botany and taxonomy where such skill are often helpful. For all levels. Supply list provided.

ART1240: Museum Studio Art Intermediate: Basic Drawing: Atelier Class Method (1)**ART1241: Museum Studio Art Intermediate: Beginner/Intermediate Oil Painting (1)****AMERICAN SIGN LANGUAGE****ASL1201: 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: None

ASL1202: American Sign Language II (3)

A continuation of ASL1201. PREREQUISITE: ASL1201 or permission of the instructor

AMERICAN STUDIES SEMINAR**ASM4800: 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. PREREQUISITES: International Studies major or permission of instructor and program director

BIOLOGY

BIO1010: 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: None.

BIO1020: 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. The laboratory will consist of viewing sample specimens of animals found in Massachusetts, learning about their characteristics and natural history and may include outdoor field work to locate species or evidence of their existence. One two-hour laboratory period per week with laboratory fees. PREREQUISITE: None

BIO1030: Introduction to Biology I (3)

This course provides an introduction to the principles of biological science. Topics covered will include the process of scientific inquiry, cell chemistry, cell structure and function, genetics and inheritance. The relevance of biology to everyday life will be emphasized. This course is intended for non-science majors and does not satisfy the general education laboratory science requirement for scientific awareness. PREREQUISITE: None

BIO1050: Scientific Awareness of the Environment (3)

This course investigates a variety of topics that are applicable to everyday life. Environmental issues will be analyzed with a focus on how different fields of study play a role in determining outcomes. Scientific background presented includes: the scientific method, basic chemistry and physical science, basic ecology. Topics covered will include: populations, communities, ecosystems, energy, water, soil and air as well as the legislation that exists pertaining to topic areas. This course is intended for non-science majors. This course has no lab component and does not satisfy the general education requirement for scientific awareness. PREREQUISITE: None

BIO1100: 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: None

BIO1101: General Biology I Laboratory (0)

Basic laboratory techniques in biology will be stressed to illustrate chemical principles, cellular concepts, parasitism, modern genetics and principles of plant biology and ecology. One two-hour laboratory period per week with laboratory fee. CO-REQUISITE: BIO1100

BIO1110: General Biology II (4)

The basic concepts of BIO1100 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: BIO1100 or permission of instructor.

BIO1111: General Biology II Laboratory (0)

A continuation of BIO1101, this laboratory course emphasizes the microscopic and macroscopic examination of mammalian organ systems. One two-hour laboratory period per week with laboratory fee. PREREQUISITE: Permission of instructor. CO-REQUISITE: BIO1110

BIO1130: 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. Purchase of a lab kit through mail order is required for the online version of this course. PREREQUISITE: None

BIO1131: Environmental Biology Laboratory (0)

Students who need to fulfill their lab science requirement should take this lab in conjunction with BIO1130. Laboratory exercises will emphasize appreciation of the natural world, acquisition of basic biology lab skills, critical thinking, environmental problem solving and use of experimental techniques in environmental biology. One two-hour laboratory period per week. Laboratory fee charged. CO-REQUISITE: BIO1130

BIO1150: Introduction to the Health Professions (1)

This course is designed to instruct the student in the options available as the student considers postgraduate training for a career in the health professions, including medical school, veterinary school, dental school, physician's assistant programs, optometry school, podiatry school, or even a graduate program with application to human health. Emphasis will be placed on maximizing the resources available at AIC to develop a resume and academic preparation. This course is recommended to freshmen intending to enter the health professions. PREREQUISITE: BIO1400 or CHE1600

BIO1200: 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: None

BIO1201: Human Anatomy and Physiology I Laboratory (0)

Laboratory to accompany Human Anatomy and Physiology I. Topics will include study of cell structure and function, histology of human tissues, bone structure, muscle structure and function, and structure of the human nervous system.

CO-REQUISITE: BIO1200

BIO1210: 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: BIO1200 or permission of instructor

BIO1211: Human Anatomy and Physiology II Laboratory (0)

Laboratory to accompany Human Anatomy and Physiology II. Students will examine the structure and function of the nervous system, special senses, endocrine, immune, respiratory, cardiovascular, renal, and reproductive systems

CO-REQUISITE: BIO1210

BIO1300: 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: None

BIO1301: Principles of Microbiology Laboratory (0)

Laboratory to accompany BIO 1300, Principles of Microbiology. Students will learn techniques of microbial culture, isolation, and specialized staining.

CO-REQUISITE: BIO1300

BIO1400: 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: None

BIO1401: Biology I Laboratory (0)

This laboratory course accompanies BIO 1400, Biology I. Topics explored in lectures will be demonstrated in a laboratory setting

CO-REQUISITE: BIO1400

BIO1500: 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: None

BIO1501: Biology II Laboratory (0)

This laboratory course accompanies BIO 1500. The topics covered include evolution, diversity of organisms and ecology. Quantitative analysis is included in some labs. A comprehensive survey of major groups of organisms and their characteristic structures will be investigated. Some introductory ecology is explored including at least one field trip. CO-REQUISITE: BIO1500

BIO1850: Writing for the Health Professions (1)

This course is designed to instruct students in how to write well on their application essays when they apply to a post-graduate school in the health professions and to learn the types of writing that are normally part of a career in that profession. This course is recommended to sophomores intending to enter the health professions. PREREQUISITES: BIO1400 or CHE1600 and ENG1202 or ENG1602

BIO2200: 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. PREREQUISITES: BIO1200, BIO1210 and BIO1300 or BIO2430, CHE1210 or CHE1600 and CHE1700

BIO2400: 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. PREREQUISITES: BIO1400 and BIO1500

BIO2401: Comparative Vertebrate Anatomy Laboratory (0)

This is a comprehensive survey of vertebrate structure of major vertebrate groups, including tissues and organs of body systems. Representatives of jawless fishes, cartilaginous fishes, bony fishes, amphibians and mammals are studied by observing tissues, organs and through dissection. Some quantitative measurements are studied. Vertebrate diversity is studied, including past and present groups. CO-REQUISITE: BIO2400

BIO2410: 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. PREREQUISITES: BIO2400 or BIO1200 and BIO1210

BIO2411: Animal Histology Laboratory (0)

Laboratory to accompany BIO 2410 Animal Histology. Students will examine the microscopic structure of mammalian cells and tissues. CO-REQUISITE: BIO2410

BIO2430: 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. PREREQUISITES: CHE1210 or CHE1600 and CHE1700 (CHE1210 and CHE1700 may be taken concurrently with BIO2430) and either BIO1200 and BIO1210, or BIO1400

BIO2431: Microbiology Laboratory (0)

Laboratory course to accompany BIO 2430, Microbiology. Topics explored in lectures will be demonstrated in a laboratory setting. Students will learn techniques of microbial culture, isolation, and specialized staining. CO-REQUISITE: BIO2430

BIO3150: Review of Basic Science (1)

This course is designed as a review of basic sciences topics for students who intend to apply to a health professional school, including medical school, dental school, veterinary school, physician's assistance programs and graduate programs focusing on a field with impacts on human health. The intent of the course is to provide a refresher course for advanced students who may require knowledge of basic science in order to advance to professional school. This course is recommended to juniors and seniors who have completed at least two years of introductory science courses and intend to enter the health professions. PREREQUISITES: CHE1600 and JUNIOR STATUS

BIO3200: Human Functional Anatomy

This course introduces the student to basic concepts of kinesiology, biomechanics and anatomy as applied to human motion. Primary areas of study will include the foundations of kinesiology, functional anatomy, posture, gait, and motion analysis. PREREQUISITE: BIO1200, BIO1201, BIO1210, BIO1211 or concurrent enrollment in BIO1210 and BIO1211, PHY 1600 or permission of instructor.

BIO3400: 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. One three-hour laboratory per week with laboratory fee. PREREQUISITE: BIO1400, CHE1600 and CHE1700, or permission of instructor

BIO3401: Cell Biology Laboratory (0)

Laboratory course to accompany BIO 3400, Cell Biology. Topics explored in lectures will be demonstrated in a laboratory setting. CO-REQUISITE: BIO3400

BIO3410: Immunology (4)

The principles of immunology are presented, including the general properties of the immune response, lymphocyte specificity and activation, immune-genetics, antigen-antibody interactions, congenital and acquired immune-deficiencies, 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. PREREQUISITES: BIO201, BIO1300, BIO1400, BIO1500 or BIO2430, CHE1600 and CHE1700 or permission of the instructor.

BIO3411: Immunology Laboratory (0)

Laboratory course to accompany BIO 3410, Immunology. Topics explored in lectures will be demonstrated in a laboratory setting. CO-REQUISITE: BIO3410

BIO3420: 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. PREREQUISITES: BIO2400 or BIO1200 and BIO1210

BIO3421: Comparative Embryology Laboratory (0)

The structure of animal embryos is investigated including the stages of development of the sea urchin, frog, chicken and humans. Additional vertebrates and invertebrates are investigated to a lesser extent and all included organisms are compared. Experiments investigating the conditions that regulate developmental stages are performed. CO-REQUISITE: BIO3420

BIO3430: 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. PREREQUISITES: BIO2400 or BIO1200 and BIO1210; CHE1600, CHE1700, or permission of the instructor

BIO3431: Animal Physiology Laboratory (0)

Laboratory course to accompany BIO 3430, Animal Physiology. Topics explored in lectures will be demonstrated in a laboratory setting. CO-REQUISITE: BIO3430

BIO3440: 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. PREREQUISITES: BIO1400 and BIO1500

BIO3441: Ecology Laboratory (0)

Laboratory to accompany BIO 3440, Ecology. Topics covered include identification of organisms and field sign; using dichotomous keys; competition and carrying capacity; animal behavior; water and soil analysis and basic sampling techniques. Some field trips are included to investigate some aspects of both aquatic and terrestrial ecosystems. CO-REQUISITE: BIO3440

BIO3450: 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.

PREREQUISITES: BIO1300, BIO1400, BIO1500 or BIO2430, CHE1600, CHE1700

BIO3451: Genetics Laboratory (0)

Laboratory course to accompany BIO 3450, Genetics. Topics explored in lectures will be demonstrated in a laboratory setting. CO-REQUISITE: BIO3450

BIO3460: Environmental Microbiology (4)

A study of the activities, interactions and distribution of microorganisms in the environment, this course emphasizes the biogeochemical cycles, importance of microorganisms in ecosystems and microbial biodegradation of pollutants and other substances. The laboratory will introduce students to the techniques of isolation, identification and enumeration of microbes from nature.

One three-hour laboratory period per week with laboratory fee. PREREQUISITES: BIO1300, BIO2430, BIO3440, CHE1600, CHE1700

BIO3461: Environmental Microbiology Laboratory (0)

Laboratory course to accompany BIO 3460, Environmental Microbiology. Topics explored in lectures will be demonstrated in a laboratory setting. CO-REQUISITE: BIO3460

BIO3800: Special Topics (3)

This course provides an opportunity for the Biology department to present varied topics of interest in modern biological science. It allows for an advanced treatment of topics introduced in foundation coursework. The course is listed for variable credit to allow for flexibility of topic selection and the option to run the course with a laboratory component. It is likely to run most frequently as either a 3 credit lecture/discussion or a 4 credit lecture/discussion/lab course.

PREREQUISITES: BIO1400 and BIO1500 and Permission of instructor

BIO4030: 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 bio-informatic topics are also covered. A laboratory fee is charged. PREREQUISITES: BIO1400, BIO1500 and CHE1612 and CHE1700, BIO3450 is recommended

BIO4031: Molecular Biology Laboratory (0)

Laboratory course to accompany BIO 4030, Molecular Biology. Topics explored in lectures will be demonstrated in a laboratory setting. CO-REQUISITE: BIO4030

BIO4200: 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.

PREREQUISITES: BIO1400 and BIO1500 or permission of instructor

BIO4201: Wildlife Biology and Conservation Laboratory (0)

This lab will require students to learn and apply field and lab techniques common in the field of wildlife biology such as mark and capture techniques, radio telemetry, chemical immobilization and necropsy procedures. Field trips and review of current literature in applied techniques will be included. CO-REQUISITE: BIO4200

BIO4210: 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: BIO2400 or instructor's permission

BIO4211: Mammalogy Laboratory (0)

Laboratory course to accompany BIO 4210, Mammalogy. Topics explored in lectures will be demonstrated in a laboratory setting. CO-REQUISITE: BIO4210

BIO4220: 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: BIO2400, restricted to Juniors and Seniors majoring in biology.

BIO4221: Vertebrate Zoology Laboratory (0)

Laboratory course to accompany BIO 4220, Vertebrate Zoology. Topics explored in lectures will be demonstrated in a laboratory setting. CO-REQUISITE: BIO4220

BIO4350: 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. PREREQUISITES: BIO1300, BIO2400, BIO2430, minimum junior standing as a biology major or permission of instructor.

BIO4698: Directed Study (3)

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 BIO4833 or BIO4834 with laboratory fee. PREREQUISITE: Permission of the department.

BIO4798: Directed Study (3)

This is a continuation of BIO4698. PREREQUISITE: BIO4698

BIO4803: 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: Restricted to seniors majoring in biology.

BIO4804: 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 biology. Restricted to seniors majoring in human biology.

BIO4833: Research Problems (1-4) (1)

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: Permission of Department Chair.

BIO4834: Research Problems (3) PREREQUISITE: BIO4833**BUSINESS****BUS1407: 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 (presentation 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. PREREQUISITES: ENG1201, ENG1202

BUS3000: 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: Junior or senior status

CHEMISTRY**CHE1100: 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: None

CHE1101: Chemistry and Society I Laboratory (0)

CO-REQUISITE: CHE1100

CHE1110: 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: None

CHE1111: Chemistry and Society II Laboratory (0)

CO-REQUISITE: CHE1110

CHE1200: 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: None

CHE1201: Introduction to Chemistry Laboratory (0)

CO-REQUISITE: CHE1200

CHE1210: 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. PREREQUISITES: CHE1200 or a recent high school chemistry course.

CHE1211: General, Organic and Biological Chemistry Laboratory (0)

CO-REQUISITE: CHE1210

CHE1600: 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: MAT1840 or concurrent enrollment in MAT1840

CHE1601: 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. CO-REQUISITE: CHE1600

CHE1602: General Chemistry I Review (0)

CO-REQUISITE: CHE1600

CHE1700: General Chemistry II (4)

A continuation of CHE1600, 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: CHE1600

CHE1701: General Chemistry II Laboratory (1)

This laboratory course is a continuation of CHE1600. One three-hour laboratory session per week with a laboratory fee. CO-REQUISITE: CHE1700

CHE1702: General Chemistry II Review (0)

CO-REQUISITE: CHE1700

CHE2200: 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: CHE1600 or permission of the instructor

CHE2400: 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: CHE1700

CHE2401: Organic Chemistry I 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. CO-REQUISITE: CHE2400

CHE2500: Organic Chemistry II (3)

This course is a continuation of CHE2400. PREREQUISITE: CHE2400

CHE2501: Organic Chemistry Laboratory II (1)

This laboratory course is a continuation of CHE2401 including qualitative organic analysis. One three-hour laboratory session per week with a laboratory fee. Breakage charges will be assessed on an individual basis. CO-REQUISITE: CHE2500

CHE2600: 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: CHE2500

CHE2601: Analytical Chemistry Laboratory (0)

CO-REQUISITE: CHE2600

CHE3400: 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. PREREQUISITES: CHE1700 and MAT2500

CHE3401: 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. CO-REQUISITE: CHE3400

CHE3500: 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: CHE3400

CHE3501: Physical Chemistry Laboratory II (1)

This laboratory course is a continuation of CHE315L. One three-hour laboratory session per week with a laboratory fee. PREREQUISITE: CHE3401 CO-REQUISITE: CHE3500

CHE3600: 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: Four semesters of college chemistry

CHE3601: 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: Four semesters of college chemistry. CO-REQUISITE: CHE3600

CHE3650: 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: CHE2500

CHE3651: 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. PREREQUISITE: CHE2501 CO-REQUISITE: CHE3650

CHE4050: 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: CHE2600 or permission of the instructor.

CHE4051: Instrumental Analysis Laboratory (0)

CO-REQUISITE: CHE4050

CHE4200: 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: CHE2500

CHE4201: Biochemistry I Laboratory (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. PREREQUISITE: CHE2501, CO-REQUISITE: CHE4200

CHE4300: Biochemistry II (3)

A continuation of CHE4200, 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: CHE4200

CHE4301: Biochemistry II Laboratory (1)

A continuation of CHE4201 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. Laboratory fee charged. PREREQUISITE: CHE4201 CO-REQUISITE: CHE4300

CHE4600: 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: CHE3400 or permission of instructor

CHE4601: 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. CO-REQUISITE: CHE4600

CHE4698: Directed Study (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: Permission of the instructor.

CHE4840: 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: This course is limited to biochemistry and chemistry majors in their senior year.

CHE4841: Senior Seminar Laboratory (0)

CO-REQUISITE: CHE4840

CHE4899: Internship (3)

Student internships provide professional learning experiences in positions relevant to the field of chemistry. Credit assignments will be determined on an individual basis. PREREQUISITE: Permission of the department chair

CHE4900: Chemistry Research (1)

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: Junior or Senior status only, with at least 4 semesters of chemistry and permission of the Chair

CHINESE**CHN1201: Introduction to Mandarin Chinese I (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: None

CHN1202: Introduction to 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: CHN1201

COMMUNICATION**COM1201: Introduction to Journalism I (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. CO-REQUISITE: ENG1201 or ENG1601 or permission of instructor

COM1202: Introduction to Journalism II (3)

Building on the skills taught in COM1201, 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: COM1201

COM1212: Introduction to Video Production (3)

PREREQUISITE: None

COM1281: 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: None

COM1400: 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: None

COM1410: Digital Photography I (3)

Fundamental visual art principles constitute the basis of effective visual communication. The hands-on course explores these fundamentals while applying the creative approaches unique to digital photography. Students learn how to use advanced digital cameras, archive their images and create online portfolios. In addition, students will develop a framework to analyze and evaluate photographs, whether created by themselves or others. PREREQUISITE: None

COM2200: 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. PREREQUISITE: ENG1202 or ENG1602

COM2220: Classic Films of Sci-Fi, Horror and the Super Natural/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. PREREQUISITE: None

COM2401: 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: None

COM2402: Informational Broadcasting (3)

This course provides students with the production techniques and programming applications necessary to work at a news/talk/sports broadcasting. In addition to learning different news, sports and talk formats, students will gain hands-on experience on the air at 91.9 WAIC. Student training includes writing and producing programming using state-of-the-art digital audio editing systems. Students will also participate in live AIC Sports and Talk programming. PREREQUISITES: ENG1201, ENG1202, COM1400 or permission of instructor

COM2411: 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: COM1410

COM2460: 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: ENG1201 or ENG1601 or permission of instructor.

COM2500: Newspaper/Publishing Lab (1)

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 (layout and design) and other graphic applications. This course would be required for students working on the Yellow Jacket. PREREQUISITE: None

COM2501: Video Laboratory (1)

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. No more than 3 credits of this course may be applied towards the Communication or New Media Major. PREREQUISITE: COM1212

COM2502: Broadcasting Laboratory (1)

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: COM1400

COM2503: New Media Lab (1)

This laboratory is designed to facilitate hands-on training using various forms of media technology. This lab will support department efforts related to non-traditional media outlets. This course may be taken three times. PREREQUISITES: Junior or Senior status and permission of the Instructor.

COM2603: 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. PREREQUISITE: None

COM2630: 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: COM1202

COM2631: Visual Communications (3)**COM2840: Internet Communication and Design (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: COM2200 or MIS1220

COM2870: Writing Television Comedy (3)

This course examines television comedy with an emphasis on writing scripts for half hour sitcoms and shorter format comedies. PREREQUISITE: ENG1202 or ENG1602

COM2890: 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. Laboratory fee charged. PREREQUISITE: None

COM3200: 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. PREREQUISITE: None

COM3201: 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. PREREQUISITES: COM1202 and COM2200

COM3202: 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. PREREQUISITES: MKT204, MKT1450 or permission of instructor

COM3240: Media Law and Ethics (3)

This course covers the rights and responsibilities of mass media practitioners such as reporters, editor, etc., as well as the impact of conglomeration on mass media. 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. PREREQUISITES: ENG1202 or ENG1602 and COM2200

COM3260: 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 coursework. Other topics include writing for television and marketing screenplays. PREREQUISITE: Permission of the instructor.

COM3261: Interactive Media (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. Laboratory fee charged. PREREQUISITES: COM1400, COM1410, COM2630, COM2840, COM2631

COM3280: Interpersonal Communications (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. PREREQUISITE: None

COM3290: 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. PREREQUISITE: None

COM3400: 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: COM2401

COM3401: 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. PREREQUISITE: None

COM3402: 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. PREREQUISITES: COM1201, COM1202

COM3403: 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. PREREQUISITE: None

COM3410: Sports Writing (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 WWE 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. PREREQUISITE: None

COM3411: 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 charge. PREREQUISITES: COM1410 and COM2411

COM3461: 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: COM1410

COM3462: 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. PREREQUISITES: COM1410 and COM2411

COM3492: 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. PREREQUISITE: None

COM3493: 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. PREREQUISITE: None

COM3500: 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. PREREQUISITE: None

COM3600: Seminars in Communication: Women in Media (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. PREREQUISITE: None

COM3601: 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. PREREQUISITE: None

COM3623: 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: MKT1450

COM3631: 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. PREREQUISITE: None

COM3632: 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. Laboratory fee charged. PREREQUISITE: None

COM3650: 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: MKT1450

COM3660: Television News Production (3)

Expanding upon the basic video skills learned in COM3661, 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. Laboratory fee charged. PREREQUISITE: None

COM3661: Advanced Video Production (3)

Building on the skills learned in COM1212, students will write, produce and edit short narrative films, documentaries and feature length, broadcast quality video productions. PREREQUISITE: COM1212

COM3662: 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. PREREQUISITE: None

COM3670: Editing and Producing Video (3)

Students will create, write, produce and edit video content for television and the web. PREREQUISITE: Permission of the instructor.

COM3680: 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. PREREQUISITES: COM1201, COM1202, & COM1400. Students should have also completed their general education requirements in statistics. Students must have at least junior standing.

COM3682: Mass Media Effects (3)

Expanding on the theoretical background provided in COM1281, 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 3623 U. 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: COM1281

COM3695: 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. PREREQUISITE: None

COM3830: Digital Media Applications (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. Laboratory fee charged. PREREQUISITES: COM1400, COM1410, COM2630, COM2840, COM2631

COM4400: 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. PREREQUISITES: Introduction 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.

COM4470: 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. Laboratory fee charged. PREREQUISITE: None

COM4899: Internships (3)

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. PREREQUISITES: Permission of the department chair and approval of the dean of the School of Arts, Education and Sciences. PREREQUISITE: None

CRIMINAL JUSTICE

CRJ1400: 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: None

CRJ2224: 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. This meets the requirement as a writing intensive course in the major. PREREQUISITES: CRJ1400 and ENG1201

CRJ2295: 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: CRJ1400

CRJ2302: 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: None

CRJ2322: 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: CRJ1400

CRJ2350: 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: CRJ2302

CRJ2421: The Juvenile Justice System (3)

An in-depth look at the juvenile justice system from its historical origins to current practices. Topics include: emerging science and adolescent brain development as it affects a child's decision-making; varied causes of delinquent behavior; how to address violent child behavior that affects public safety in the home or in a community; landmark legal cases; and specific procedures used in the juvenile justice system. PREREQUISITE: CRJ1400

CRJ2426: Probation and Parole (3)

This 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. This meets the requirement as a writing intensive course in the major. PREREQUISITES: CRJ1400 and ENG1201

CRJ2451: 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: CRJ1400

CRJ3240: 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. PREREQUISITES: CRJ1400, CRJ2322, CRJ2451

CRJ3434: 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: CRJ1400

CRJ3441: 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. PREREQUISITES: CRJ1400, CRJ2451

CRJ3520: 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: CRJ1400

CRJ3530: 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: CRJ1400

CRJ3632: 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: None

CRJ3636: 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. PREREQUISITES: CRJ1400, SOC1100, PSY1401

CRJ3641: 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. This meets the requirement as a writing intensive course in the major. PREREQUISITES: CRJ1400, CRJ2322, CRJ2224, CRJ2451 and Junior/Senior Majors only.

CRJ3842: 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. PREREQUISITES: CRJ1400, PSY1401, SOC1100

CRJ3844: Ethics in Criminal Justice (3)

The ethics curriculum is designed to further the goals of professionalization of the criminal justice system. The course is designed to lay a foundation for our students to better make moral decisions as they face inevitable ethical dilemmas as practitioners in the field of criminal justice. Students will first be required to analyze various theories of moral decision making, including, but not limited to, the theories of moral imperativism and utilitarianism. Throughout the semester, students will be applying these theories to practical situations. This will be accomplished by presenting hypotheticals to the class and requiring the class to analyze the hypotheticals individually and in-group discussions. PREREQUISITE: CRJ1400

CRJ4438: 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: CRJ1400

CRJ4539: 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. PREREQUISITES: CRJ1400, CRJ2224, CRJ3434

CRJ4860: Senior Seminar (3)

A course designed as a culminating experience for criminal justice majors. Students will be involved in library research and discussion of critical aspects of the criminal justice system. Position papers on various questions will be prepared, presented and defended in the course of the semester. This meets the requirement as a writing intensive course in the major. PREREQUISITE: Senior status

CRJ4880: Directed Study (3)

An individualized program of reading, library research and interviewing, under direction of a faculty member. PREREQUISITE: None

CRJ4979: Criminal Justice Practicum (3)

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. This meets the requirement as a writing intensive course in the major. PREREQUISITES: Senior status and permission of practicum director. Minimum 2.0 GPA

CRJ5240: 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: Seniors may take with permission.

CRJ5310: 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: Seniors may take with permission.

CRJ5410: 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: Seniors may take with permission.

CRJ5420: 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: Seniors may take with permission.

CRJ5510: 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: Seniors may take with permission.

CRJ5610: 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: Seniors may take with permission.

CRJ5660: 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. PREREQUISITE: Seniors may take with permission.

ECONOMICS**ECO1000: 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: None

ECO1010: 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: None

ECO1401: 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: None

ECO1402: 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: ECO1401

ECO2210: 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. PREREQUISITES: ECO1401, ECO1402

ECO2400: 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. PREREQUISITES: ECO1401, ECO1402

ECO2420: 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. PREREQUISITES: ECO1401, ECO1402

ECO2440: 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. PREREQUISITES: ECO1401, ECO1402

ECO2480: 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. PREREQUISITES: ECO1401, ECO1402 or permission of instructor

ECO2600: 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. PREREQUISITES: ECO1401, ECO1402

ECO2613: 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. PREREQUISITES: ECO1401, ECO1402

ECO3200: 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: Twelve hours of economics and/or finance

ECO3210: 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. PREREQUISITES: ECO1401, ECO1402

ECO3250: 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. PREREQUISITES: ECO1401, ECO1402

ECO3300: 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. PREREQUISITES: ECO1401, ECO1402

ECO3320: 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. PREREQUISITES: ECO1401, ECO1402

ECO3430: 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. PREREQUISITES: ECO1401, ECO1402

ECO3500: 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. PREREQUISITES: ECO1401, ECO1402

ECO3800: 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. PREREQUISITES: ECO1401, ECO1402, ECO3200

ECO3810: 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. PREREQUISITES: ECO1401, ECO1402

ECO4200: 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. PREREQUISITES: ECO1401, ECO1402, MGT1400. Open to juniors and seniors

ECO4220: 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). PREREQUISITES: ECO1401, ECO1402, MAT1250, MAT1430 or Junior or Senior status preferred

ECO4894: Directed Study (3)

Selected readings chosen in accordance with the student's interests. PREREQUISITES: Senior standing and the permission of the instructor.

ECO5000: 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: None

ECO5210: 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 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. PREREQUISITE: None

ECO5234: 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: None

EDUCATION

EDU2102: Introduction to Education: Fieldwork (undergraduate level) (1)

A one-credit course offered for sophomores (and junior transfer candidates) in the fall for undergraduate Education minors. This course is designed to introduce candidates to public school settings in suburban and rural locations. Partnerships are established with five school districts and candidates will take fieldtrips to various locations for classroom observations (early pre-practicum fieldwork). A lab fee will be charged to cover transportation costs. PREREQUISITES: ENG1201, ENG1202

EDU2103: The MTEL Prep Course (Sophomore Status) (1)

The MTEL preparatory course is a seven-week, one-credit course that prepares students for the communication and literacy portion of the Massachusetts Test for Educator Licensure (MTEL). While the course focuses on writing, reading and the various types of MTEL questions, emphasis is placed on writing fundamentals (grammar, mechanics, punctuation) and on reading comprehension. Students write and edit essays, read and summarize passages, learn test-taking strategies and take practice exams. Students take the Communication and Literacy MTEs at the conclusion of the course. Lab fee is charged. PREREQUISITES: ENG1201, ENG1202

EDU3200: Principles of Education: Early Childhood, Elementary, Moderate Disabilities (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. Students will engage in initial lesson plan construction selecting topics in science, Massachusetts geography and social studies. Reference to the principles and learning standards of the Massachusetts Curriculum Frameworks (CCSS) is required. Field experience required. PREREQUISITE: Junior status

EDU3201: Principles of Education: Middle/Secondary (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. Students will engage in initial lesson plan construction selecting topics in science, Massachusetts geography and social studies. Reference to the principles and learning standards of the Massachusetts Curriculum Frameworks (CCSS) is required. Field experience required. PREREQUISITE: Junior status

EDU3210: 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: PSY1401

EDU3321: 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 (Chapter 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: Junior status

EDU4300: Teaching Reading & Language Arts: Early Childhood, Elementary, Moderate Disabilities (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. PREREQUISITES: EDU3200, EDU3201, EDU3321, Senior status

EDU4301: Teaching Mathematics: Early Childhood, Elementary, Moderate Disabilities (3)

Prospective educators will examine theoretical and developmental models of mathematics instruction in order to plan and implement effective instruction based on the diverse cognitive, language and developmental needs of students. Using technology to access national and local district assessment data, students will analyze and identify areas of need within the mathematics curriculum and engage in instructional decision-making. Demonstrations and micro-teaching will reference the Massachusetts Mathematics Curriculum Framework. Field experiences are required for initial licensure. PREREQUISITES: MAT1200/1201 or equivalent, EDU3200/3201, EDU3321, Senior status

EDU4302: 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. PREREQUISITES: EDU3200/3201, EDU3321, Senior status.

EDU4311: Teaching Mathematics: Middle/Secondary (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. PREREQUISITES: EDU3201, EDU3321, Math coursework, Senior status

EDU4320: Reading and Communication in the Middle/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. PREREQUISITES: EDU3200/3201, EDU3321, Senior status

EDU4341: 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. PREREQUISITES: EDU3200, EDU3321, EDU300, PSY2450, Senior status

EDU5010: Essentials of Quality Educations (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: None

EDU5030: Foundations of Administrative Leadership (3)

The course is designed to study the philosophical, sociological, historical and psychological domains and basic issues facing education today by applying this knowledge to such issues as regular, vocational, business, technical, compensatory and special education. Researching a current educational issue is required. Pre-practicum exercises are embedded within the assignments. 15 hours of pre-practicum fieldwork is required. PREREQUISITE: Enrollment in graduate program in School Administration

EDU5100: Curriculum Development and Design (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: Enrollment in graduate program in School Administration

EDU5400: The Reflective Practitioner (3)

This course requires candidates for an Initial license to examine and reflect upon the dispositions, knowledge and skills of the 21st Century educator. The course features a review of historical and contemporary education including philosophies of educational thought and their impact on current educational practices. It also includes a review of the diversity of student populations (English Language Learners, special needs, social and economic status, gifted and talented, etc.), including strategies/techniques, programs, and student support services which focus on closing the academic achievement gap. Candidates will be introduced to the Massachusetts Professional Standards for Teachers, Massachusetts Curriculum Frameworks incorporating the Common Core, and Federal initiatives, such as Race to the Top, 21st Century Skills, and Partnership for Assessment of Readiness for College and Careers. In addition, candidates will develop an instructional lesson plan based on MA State Curriculum Frameworks, and exemplars of successful educational practices. PREREQUISITE: Enrollment in graduate education program.

EDU5410: Introduction to Special Education (3)

This course investigates the developmental factors and influences that impact child growth and learning for the special needs child. Identification processes of children who have special needs and the pedagogical study of clinical interventions and cognitive aids are explored to aid special education children. State regulations (Chapter 766) and Federal requirements (IDEA) will be covered in depth, as well as the creation of documentation of the Individual Education Plan (IEP). PREREQUISITE: Enrollment in graduate education program.

EDU5520: Teaching Reading and Language Arts: Early Childhood, Elementary, Moderate Disabilities (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 (ELL) 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. PREREQUISITES: Enrollment in graduate education program, EDU5410.

EDU5523: 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. PREREQUISITE: None

EDU5530: Teaching Mathematics: Early Childhood, Elementary, Moderate Disabilities (3)

Prospective educators will examine theoretical and developmental models of mathematical 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 National Council of Teachers of Mathematics (NCTM) standards. Field experience is required. PREREQUISITES: Enrollment in graduate education program, EDU5410.

EDU5532: Short Bridge Course for Sheltered English Instruction (1)

Like the SEI Teacher Endorsement course, the Short Bridge Endorsement Course focuses on current theories and evidence-based instructional practices related to the teaching of ELLs. This course is designed to promote continuous improvement in educator practice and to build teachers' confidence and familiarity with research-proven practices for working with ELLs. Throughout the course, teachers have opportunities to practice effective, research-based strategies, to analyze their practice, to provide and receive feedback and to reflect on their experiences. Through this cycle of reflective practice, teachers build on the skills, knowledge and dispositions necessary for the education of English learners that they gained in the Category trainings. Assignments are designed to reinforce key concepts and practices. As participants proceed through the course, assignments will include a paper drawing on classroom data and information, classroom tryouts of modeled strategies which teachers will assess using a tool provided for the purpose and the development, implementation and presentation of instructional segments. Throughout, participants will be asked to reflect upon the impact of the course material and activities on their practice. PREREQUISITE: None

EDU5533: Long Bridge Course for Sheltered English Instruction (2)

The purpose of this course is to prepare the Commonwealth's teachers with the knowledge and skills to effectively shelter their content instruction so that our growing population of English language learners (ELLs) can access curriculum, achieve academic success and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy. PREREQUISITE: None

EDU5540: Multisensory Teaching of Language Skills (3)

This course examines 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. Candidates will become familiar with the use of identified best practice strategies for use in both specialized classrooms and the general education inclusive settings.

PREREQUISITES: Enrollment in graduate education program, EDU6664 or EDU5520

EDU5541: 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. PREREQUISITE: None

EDU5601: Introduction to School Leadership and Management for the 21st Century (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 and Assessment in a Learning Community. Coursework will reflect upon the Professional Standards for Administrators which are embedded in the course expectations and will be demonstrated in the pre-practicum/practicum experiences.

EDU5602: Practical Applications in Planning for School Leaders (3)

This course will expand upon the learning and applications that took place in EDC 601, Introduction to School Administration and Management. The candidates will be able to utilize research skills and technology to gather data, analyze data and draw conclusions using the data to understand and solve educational issues. The students will then apply the knowledge gained in the collection of data from EDC 601 to the work in this course for the development of an Entry Plan. The candidates will present their work to a target audience role played by the classmates. In this seminar fifty hours are embedded during which the candidates will be able to utilize their skills as a developing administrator to write an Entry Plan. PREREQUISITE: EDU 5601

EDU5612: Educational Organizations, Leadership and Institutional Change (4)

The essential question to be answered in this course is: What are the qualities and skills needed to become effective leaders? This course is for prospective administrators. Students will gain knowledge that will prepare them for the important role of change agents in a school or district. A critical examination is made of the typical organizational structures found in organizations today, especially in regards to leadership and ways in which the educational leader can facilitate meaningful change. PREREQUISITES: EDU5601, EDU5602

EDU5618: Leadership for Professional Development (4)

This course emphasizes the knowledge, skills, techniques and approaches needed by administrators to promote the growth of staff in ways leading to the establishment or continued development of a professional learning community. Leadership practices and strategies consistent with research on successful professional learning communities will be examined. Staff and student safety and well-being will be reviewed as one major component of a legally and ethically comprehensive professional development program. Laws, regulations, policies, practices and research will be examined with respect to enhancing school, family and community relations, with a particular emphasis on practices leading to greater participation of all constituencies regardless of race, color, gender, religion, national origin, sexual orientation or disability. Field experiences will include the collection and review of data applicable to administrative leadership that is expected to lead to recommendations for modifications of teaching techniques and strategies to improve student achievement. PREREQUISITES: EDU5601, EDU 5602

EDU5624: Curriculum Design, Development, Implementation and Evaluation (4)

This course will examine curriculum content, models of design, development and implementation. Students will critically evaluate existing curricula and develop recommendations that respond to contemporary educational needs, new developments in knowledge and information and new trends in teaching and learning. Significant elements of the Practicum experience will be infused throughout the course. PREREQUISITES: EDU5601, EDU 5602

EDU5669: Half Practicum (3)

As part of the SILO program, this is the 150-hour practicum for licensed teachers wishing to complete the requirements for an initial license in a new licensure field. PREREQUISITES: Completion of a prior initial teaching licensure program at AIC, all required coursework, passage of all MTELs for the new license, GPA of 3.0, approval of local school district and AIC's Office of Field Experience

EDU5703: 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. PREREQUISITES: EDU5300 or an introductory reading course, Enrollment in the graduate education program.

EDU5715: Speech and Language Development (3)

Course materials relate to each of the components of reading and to the writing process. Research-based language and literacy instructional approaches will be studied. Stages of first and second language development will be presented and special attention will be paid to the needs of English language learners and diverse populations in relation to each of the elements of language (phonetics, morphology, semantics, syntax, discourse and pragmatics). Language-based disabilities will be studied in terms of their impact on literacy development. Assessment approaches will be presented as they relate to diagnostic techniques and remedial instructional strategies. Program development and evaluation will be discussed in terms of language and literacy components. Issues related to the historical roots of English and dialect will be explored in terms of their potential impact on student performance. Students will utilize recommended websites while studying language development and literacy connections. Using Universal Design methods, they will apply their newly gained knowledge as they develop instructional plans for students who need reading remediation due to language difficulties that relate to literacy. PREREQUISITES: EDC5703, Enrollment in graduate education program.

EDU5725: 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. PREREQUISITES: EDC5703, Enrollment in the graduate education program

EDU5815: Advanced Analysis of Reading and Language Arts (3)

Through use of informal and formal assessments, students will learn how to effectively collect, analyze and interpret data, as well as plan appropriate programs for diverse populations such as special needs students, English language learners and struggling readers. RTI, intervention approaches and progress monitoring strategies are studied in light of scientifically based reading research on effective literacy instructional practices for struggling readers. Training will include

methods to evaluate and select the best literacy assessments to diagnose specific reading difficulties and ways to use technology to aid in data collection and analysis. While working on case studies, students will learn how to develop a hypothesis, develop assessment and progress monitoring plans and analyze data. Using Universal Design, students will create an instructional plan which includes a method to determine their students' responses to intervention.

PREREQUISITES: EDU5703, EDU6480 or an equivalent reading course, Enrollment in the graduate education program.

EDU5850: 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 improve student achievement and teacher capacity to meet the needs of all learners. PREREQUISITE: EDU5703 or Permission of the Program Director

EDU5913: 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, which is the foundation document guiding the development of the Next Generation Science Standards. Student teams will create Power Point presentations of each section of the *Conceptual Framework* and lead the class in panel discussions of the ideas in each section of the text. Students will also synthesize current research into 21st century science teaching commissioned by the Board on Science Education of the National Academies.

Pedagogical strategies, such as discourse, modeling, representation, scientific investigations, and engineering design will be emphasized as means to facilitate students' conceptual development. Students will collaboratively lead the class in Science or Technology/Engineering investigations based on the Massachusetts Science and Technology/Engineering standards, and the scientific and engineering practices articulated in the NRC *Conceptual Framework*. PREREQUISITE: None

EDU6244: Organization, Administration and Supervision of Reading Programs in Elementary/Secondary 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. PREREQUISITES: EDC5703, Enrollment in the graduate education program

EDU6330: 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 non-verbal 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.

PREREQUISITES: Enrollment in graduate education program, Prior coursework in special education

EDU6345: Teaching Language Arts and the Writing Process (3)

This course prepares students to plan specific practical strategies for challenging and extending student writing, spelling and grammar usage. Students will be training in utilizing data from writing assessments in order to better plan instruction for diverse learners and for promoting 21st Century critical thinking and research skills when reading and writing. Specific consideration will be paid to instructional methods that are effective for English language learners including the use of technology and Web 2.0 tools. The relationship between reading, language and writing skill development will be studied. Universal Design will be utilized when planning instruction for a case study student. Effective approaches for standards-based writing instruction will be studied. Students will be encouraged to use specific web-resources to expand their knowledge of the needs of writers from all grade level and to use technological resources to motivate student writers. PREREQUISITES: EDU5703, EDU5725, Enrollment in the graduate education program

EDU6460: Applications of Technology in the Classroom (3)

This online course will help educators incorporate technology within the classroom and among professional educators. The technology taught in this course is web (cloud) based, which makes it accessible by anyone, anytime, and anywhere with an internet device (computer) and web browser. This course is an applications course. Everything is hands-on using a personal computer. Students will learn how to create an online community and integrate it into their classroom for constant student / teacher interaction. Students will learn a proven framework for instructional planning. Students will learn categories of instructional strategies and applications that enhance curriculum and instruction in the classroom. Students will learn and apply the nine instructional technology categories and the specific applications that comprise those categories. Students must have access to a computer that is connected to the internet for this course.

PREREQUISITE: Enrollment in graduate education program

EDU6486: Diagnostic Testing (3)

This course assists candidates in the development of a foundation for creating a personal theory of instruction through knowledge of brain functions, cognitive functions, learning styles and adolescent motivation. Candidates will acquire new skills in the use of formal and informal

measures for diagnosing problems, prescribing learning tasks and generating corrective means for solving them. PREREQUISITE: Enrollment in graduate education program

EDU6511: Literacy for Students 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. PREREQUISITE: None

EDU6547: Teaching Children's and Adolescent Literature (3)

This course involves a general study of the field of literature for children and adolescents in addition to promoting students' love of reading. Research theory related to engaging struggling or reluctant readers and increasing accessibility to literature for English language learners will be reviewed and applied while working on projects. Critical criteria for selection of picture books, multi-cultural literature and books from different genre will be studied. Texts will be discussed in terms of genre, literary elements, author's craft, cultural themes and integration into the curriculum. Foundation knowledge from EDC 498 and EDC 545 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. PREREQUISITES: EDU5725, EDU6345, Enrollment in the graduate education program

EDU6551: 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: EDU3321 or EDU5410

EDU6595: 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 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.

PREREQUISITES: Enrollment in graduate education program, prior education coursework in the program, a course in Developmental or Child Psychology.

EDU6600: Assessment, Methods and Materials for Teaching in Special Education (3)

This course involves learning techniques for teaching and assessing students with special needs both in and out of the general education environment. Course content will focus on identified special needs students in need of evaluation. Candidates will become familiar with standardized assessments, interpretation of evaluation data and acquire an understanding of regulations governing the assessment and evaluation process. Application of evaluative information to the IEP process will be addressed as related to determination of special education eligibility per state and federal law. PREREQUISITES: Enrollment in graduate education program, EDU5410.

EDU6609: Professional Seminar I (3)

The Professional Seminar I is designed in conjunction with 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, 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 areas of need to prepare for the research project. A site visit from the college supervisor will facilitate this process. PREREQUISITES: Initial teaching license, all prior coursework in professional program, and 3.0 GPA.

EDU6610: 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. Candidates 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. PREREQUISITES: Enrollment in graduate education program, EDU5410.

EDU6619: 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 areas 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: Professional Seminar I.

EDU6620: Education Seminar (3)

The seminar sequence is taken concurrently with the culminating/practicum semester to integrate specific topics and competencies with the teaching experience. The Massachusetts Candidate Assessment of Performance (CAP) is designed to assess the overall readiness of teacher candidates. The goals of CAP will be introduced and practiced during the Education Seminar. They are: 1) To ensure teacher candidates are ready to make impact with students on day one; 2) To measure teacher candidates' practice on key indicators as outlined in the Guidelines for the Professional Standards for Teachers (PSTs); and 3) To support teachers in improving their practice based on targeted feedback and performance evaluations. The Education Seminar will support the state CAP initiative by outlining expectations for the Candidate Assessment of Performance (CAP) and supporting Program Supervisors, Supervising Practitioners, and student Candidates as they work together to ensure successful demonstration of the Professional Standards for Teachers (PSTs). PREREQUISITE: All prior coursework in graduate education program

EDU6625: Sheltered English Immersion (SEI) Endorsement Course for Teachers (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 Sheltered English Immersion approach (SEI), such as the Sheltered Instruction Observation Protocol (SIOP) Model, students will practice the cycle of assessment, lesson design and implementation of instructional strategies that provide access to grade level content for English Language Learners. Participants will plan, design and present a model lesson following the SIOP Model. PREREQUISITE: Prior coursework in education

EDU6629: 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. PREREQUISITES: All prior coursework in program and acceptance of research proposal by the director

EDU6630: Supervision and Evaluation of Instruction (4)

Principles and practices utilized in the supervision of educational personnel and programs as defined by both traditional and current supervisory practices will be examined in this course. The impact of the Massachusetts Education Reform Act of 1993, the No Child Left Behind Act of 2001 and the Massachusetts Department of Elementary and Secondary Education Standards and Indicators for the Evaluation of Teachers and Administrators will be studied as part of institutional reform. Multiple approaches to classroom observations and evaluations that are both

informative and instructive will be central to the course. Model supervision and evaluation district programs consistent with state guidelines will be reviewed. The Massachusetts Department of Elementary and Secondary Education's five step continuous learning process will also be studied by class members. PREREQUISITES: EDU5601, EDU 5602

EDU6635: School Personnel Administration (4)

The course will prepare for the planning and operation of the personnel functions in a school district. Emphasis will be placed on practices and issues, system operations and effectiveness and knowledge of the different aspects of the human resource system. This course will 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. PREREQUISITES: EDU5601, EDU 5602

EDU6639: Field-Based Research: Moderate Disabilities (6)

Students majoring in 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. PREREQUISITES: All prior coursework in program and acceptance of research proposal by the director

EDU6640: Studying Skillful Teaching (3)

Studying Skillful Teaching focuses on improving student learning and achievement by building capacity in three major areas: 1) teacher's use of a varied and extensive professional knowledge base about teaching, 2) students' and teachers' beliefs about their own ability to learn, 3) schools and school systems' ability to create and sustain professional communities characterized by shared goals, collaborative work and shared accountability. During the course students examine and experiment with: Approaches to a) planning for mastery, b) monitoring learning and adjusting instruction and, c) providing feedback on work in a standards-based environment, ways to frame learning and help students make connections, matches between explanatory devices and questioning patterns and standards and objectives, opportunities to send students clear expectation messages and to help students acquire the strategies and mindsets that characterize effective effort and ways to link and capitalize on the knowledge of skilled individuals to build cultures that sustain learning achievement. PREREQUISITE: None

EDU6645: Teacher Preparation and Portfolio Development (0)

This advanced methods and portfolio course will focus on the participant's deeper understanding of the Professional Standards for Teachers and their ability to demonstrate how this understanding translates into teaching practices used in their classrooms. Participants will increase their knowledge base for sharing best practices by reflecting on exemplars of quality lessons. The project-based assessment of evidence of their comprehensive knowledge and skills

will be the creation and development of a Professional Portfolio. This course will guide participants to review, reflect and advance to a higher level of understanding and application in the following areas: using the MA Curriculum Frameworks and the Professional Standards for Teachers for effective planning and assessment of curriculum and methods of instruction, classroom management, the political culture of the teaching profession, professionalism, teaching philosophy, multicultural and equity issues. It is important that a teacher is constantly in touch with his/her philosophy as he/she plans, teaches and assesses. This course will guide participants to further examine their belief systems within their teaching practice. Participants will write and revise a philosophy paper throughout this course that reflects their philosophy and belief system. PREREQUISITE: None

EDU6649: 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. PREREQUISITES: All prior coursework in program, Acceptance of research proposal by the director

EDU6654: Classroom Assessment (3)

This course examines 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. PREREQUISITE: Enrollment in graduate education program.

EDU6664: Reading and Communication in the Middle and Secondary Schools (3)

This course addresses the 21st century language and literacy needs of the middle and high school student in today's content area classroom. The integration of literacy instruction into the subject area classroom will be examined in alignment with the Mass. English Language Arts Curriculum Framework Common Core Standards. Strategic literacy approaches will be integrated into classroom demonstrations, a subject area mini-unit and a case study assessment of content area reading. 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, and compensatory strategies for rural and urban poverty populations and enrichment for talented and gifted learners. Field work experiences will serve to integrate all course components. A 25-hour Integrated Practical Experience is required for

initial licensure. PREREQUISITES: Enrollment in graduate education program, EDC5410.

EDU6669: 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. PREREQUISITES: All prior coursework in program and acceptance of research proposal by the director

EDU6674: 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. A 25-hour Integrated Practical Experience is required for initial licensure. PREREQUISITES: Enrollment in graduate education program and EDU6664.

EDU6675: Sheltered English Immersion Strategies for Principle, Supervisor and Director (1)

This Course is intended to give the new school leader the skills and knowledge necessary to provide supervision and instruction to faculty who are teaching students who are under the SEI umbrella. Changing demographic data, equity issues and legislative policies related to the English Language Learner will be reviewed. The principles of Sheltered English Immersion(SEI) will be analyzed and applied in the candidate's school environment. With successful completion of this course, participants will have fulfilled mandatory requirements for the Massachusetts Administrators SEI endorsement. PREREQUISITE: None

EDU6678: Teaching Mathematics: Secondary and Middle (3)

This graduate level course examines theoretical and developmental models of mathematics instruction in order to prepare candidates 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 based on that data. Candidates will create mathematics teacher lessons that reference the Massachusetts Mathematics Curriculum Frameworks incorporating the Common Core, and the National Council of Teachers of Mathematics (NCTM) standards. Respecting diverse student populations, this course will address practical multi-sensory applications of skills and strategies

for all students including those identified as "high needs" by the Dept. of Elementary and Secondary Education. A 25-hour Integrated Practical Experience is required for initial licensure. PREREQUISITES: Math coursework, enrollment in the graduate education program, EDU6664.

EDU6699: Thesis Preparation (6)

EDU6719: Student Teaching: Elementary (6)

The practicum for initial licensure in MA involves 150-300 hours of observation, assisting and taking on the full role of classroom teacher under the direction of a college supervisor and a supervising practitioner in a school setting. A program portfolio and additional paperwork to meet state regulations is required. PREREQUISITES: 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. PSY1401 is required for Moderate Disabilities; Developmental or Child Psychology is required for Early Childhood

EDU6729: Student Teaching: Early Childhood (6)

The practicum for initial licensure in MA involves 150-300 hours of observation, assisting and taking on the full role of classroom teacher under the direction of a college supervisor and a supervising practitioner in a school setting. A program portfolio and additional paperwork to meet state regulations is required. PREREQUISITES: 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. PSY1401 is required for Moderate Disabilities; Developmental or Child Psychology is required for Early Childhood

EDU6739: Student Teaching: Moderate Disabilities (6)

The practicum for initial licensure in MA involves 150-300 hours of observation, assisting and taking on the full role of classroom teacher under the direction of a college supervisor and a supervising practitioner in a school setting. A program portfolio and additional paperwork to meet state regulations is required. PREREQUISITES: 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. PSY1401 is required for Moderate Disabilities; Developmental or Child Psychology is required for Early Childhood

EDU6745: Legal Issues for School Leaders (3)

The study and analysis of school law will be undertaken from both historical and current perspectives. Constitutional amendments will be studied as they relate to administrative practice. Federal, state and local laws and regulations will be analyzed with respect to their importance and impact on schools and districts. Emphasis will be placed on Massachusetts State Law. Local policy development and implementation will also be reviewed. Precedent-setting federal and state court cases will be studied including their philosophical underpinnings and their implications for a framework for administrative decision making. Technology will be used to research a variety of case law. PREREQUISITES: EDU5601, EDU5602

EDU6749: 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.

PREREQUISITES: 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. PSY1401 is required for Moderate Disabilities; Developmental or Child Psychology is required for Early Education

EDU6755: 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, 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. This course is designed for future superintendents/assistant superintendents and principals/assistant principals. It provides administrators with the tools they need to carry out fiscal policy in the public school system. PREREQUISITES: EDU5601, EDU5602

EDU6759: Student Teaching: Secondary (6)

The practicum for initial licensure in MA involves 150-300 hours of observation, assisting and taking on the full role of classroom teacher under the direction of a college supervisor and a supervising practitioner in a school setting. A program portfolio and additional paperwork to meet state regulations is required. PREREQUISITES: Passage of required coursework for the license, Integrated Practical Field Experiences are completed, minimum cumulative grade point average of 3.0, and passage of all MTELs required for the license.

EDU6765: Administration of Special Education (4)

The essential question to be answered in this course is: What are the skills and knowledge required to be an effective Administrator of Special Education? This course is for prospective administrators of Special Education. Students will gain knowledge of state and federal legislation, budget development, programs and services and technology related to special education. Parents and family involvement, educational leadership, special education program management, professional development and equity in special education will be highlighted.

PREREQUISITES: EDU5601, EDU5602

EDU6769: Student Teaching: Middle (6)

The practicum for initial licensure in MA involves 150-300 hours of observation, assisting and taking on the full role of classroom teacher under the direction of a college supervisor and a supervising practitioner in a school setting. A program portfolio and additional paperwork to meet state regulations is required. PREREQUISITES: Passage of required coursework for the license, Integrated Practical Field Experiences are completed, minimum cumulative grade point average of 3.0, and passage of all MTELs required for the license.

EDU6819: 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. PREREQUISITES: 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. PSY1401 is required for Moderate Disabilities; Developmental or Child Psychology is required for Early Childhood

EDU6829: 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. PREREQUISITES: 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. PSY1401 is required for Moderate Disabilities; Developmental or Child Psychology is required for Early Childhood

EDU6839: 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. PREREQUISITES: 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. PSY1401 is required for Moderate Disabilities; Developmental or Child Psychology is required for Early Childhood

EDU6849: 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. PREREQUISITES: 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. PSY1401 is required for Moderate Disabilities; Developmental or Child Psychology is required for Early Education

EDU6850: 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: Enrollment in graduate education program.

EDU6859: Practicum in Education: Secondary School (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 100 hours must be logged in the full-role of teaching. There is an application process. Students will be assigned a college supervisor. CAP documentation for the Massachusetts Dept. of Elementary and Secondary Education is required at the conclusion. PREREQUISITES: Passage of required coursework for the license, Integrated Practical Field Experiences are completed, minimum cumulative grade point average of 3.0, and passage of all MTELs required for the license.

EDU6869: Practicum in Education: Middle School (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. PREREQUISITES: Passage of required coursework for the license, Integrated Practical Field Experiences completed, minimum cumulative grade point average of 3.0, and passage of all MTELs required for the license.

EDU6890: Seminar Contemporary Issues for the Superintendence (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. This seminar will drill down into those issues that face the Superintendent in his or her daily work. The candidate will be able to undertake the position of Superintendent of Schools with a realistic idea of the expectations before them. This course will cover the myriad of legal, ethical and mandated regulations and will include: Facilities and Planning (working with the MSBA), The Politics of the Superintendence (Local, State and Federal Issues), Effective Communication with a variety of groups, Public Relations, Media Relations, Collective Bargaining, Strategic Thinking and Planning and Balancing a Professional and Personal Life. All topics will look at the range of conditions that can be dealt with in a variety of settings such as Urban, Suburban and Rural School districts. PREREQUISITE: None

EDU6979: Field-Based Research: School Leadership (6)

Candidates will have the opportunity to delve into data collection and analysis, designing programs 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. 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. PREREQUISITES: All prior coursework in program, EDU5601, EDU 5602 and acceptance of research proposal by the director

EDU6989: The Practicum Experience: Principal, SPED Administrator, Superintendent/Director (8)

This activity is the culminating requirement for candidates seeking licensure as a School Administrator or Director. Students engage in a 400-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. PREREQUISITES: All prior coursework 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

EDU6990: Culminating Experience Continuation

EDU6991: Culminating Experience Continuation 2

EDU6999: The Practicum Experience: Superintendence Track (8)

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. PREREQUISITES: All prior coursework 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

EDU7701: 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. PREREQUISITE: None

EDU7702: 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. PREREQUISITE: None

EDU7703: 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. PREREQUISITE: None

EDU7710: Action Research Data Collection and Analysis (3)

Students in this coursework with the support of research advisors ~~to~~ (will) develop a research plan for their action project, based on the products of EDU 7703. Students will secure the necessary permissions (including that of an IRB, if applicable), collect the data and analyze the data according to the plan. PREREQUISITE: None

EDU7711: 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. PREREQUISITE: None

EDU7750: 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: None

EDU7751: Ethics in Educational Practice (3)

This course focuses on an examination of the ethical considerations of educational practice in contemporary society. PREREQUISITE: None

EDU7752: 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: None

EDU7753: 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: None

EDU7760: Reflective Practice, Mentoring and Professional Self-Renewal (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. 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: None

EDU7761: Financial Decision Making (3)

This course introduces financial aspects of higher educational institutions with an emphasis on the use of financial information for decision making. Financial decision making describes in a way that is informative and useful so that higher educational leaders can effectively manage the allocation of financial resources. Specific topics will include financial analysis, budget creation and oversight. The emphasis is on using financial data for decision making related to resource allocation, forecasting, capital initiatives and other future planning. PREREQUISITE: None

EDU7762: 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: None

EDU7763: Impact of Learning Styles and Teaching (3)

This course will provide students with an understanding of current learning styles research and how this research can influence positive student academic success. The course will also include research about teaching strategies that have proven to successfully accommodate different learning styles for the typical and atypical learner. PREREQUISITE: None

EDU8520: 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: EDU3321 or EDU5410

EDU8806: 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: None

EDU8840: 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: None

EDU8841: 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: None

EDU8842: 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: None

EDU8850: 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: None

EDU8851: 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: None

EDU8852: Educational Implication of Learning and 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: None

EDU8853: Thinking about Teaching (3)

This course allows 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: None

EDU8860: 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: None

EDU8861: 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: None

EDU8862: Human Resource 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: None

EDU8863: 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: None

EDU8864: 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: None

EDU8870: 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: None

EDU8871: 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: None

EDU8872: 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: None

EDU8873: 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: None

EDU8874: 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: None

EDU8880: 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: None

EDU8881: 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 leadership styles, recognizing opportunities for leadership within different forums in their professional lives and collaborating with others to effect meaningful change. PREREQUISITE: None

EDU8882: 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: None

EDU8883: 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: None

EDU8884: 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: None

EDU8890: Leadership and Diversity (3)

This course will examine issues related to equity, diversity and their implications for educational settings. Personal and community biases will be scrutinized regarding: race, gender, socio-economic status, culture, sexual orientation, religion, second language learners and persons with special needs. Through coursework, group work and situational case studies, students will be challenged to examine their attitudes toward these critical issues and to become sensitive and proactively responsive to them. Students will learn of the leadership capacities needed to ensure access and academic and social equity for all members of the extended school community. PREREQUISITE: None

EDU8891: Planning and Organizational Change (3)

This course 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: None

EDU8892: 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: None

EDU8893: 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: None

EDU8894: 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: None

EDU9499: Professional Portfolio (3)

This course provides a culminating experience that allows each student to reflect on his/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. PREREQUISITE: None

EDU9509: 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: None

EDU9519: 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: None

EDU9529: 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 student submits the fully edited and approved version of these two chapters to his/her Dissertation Committee. PREREQUISITE: None

EDU9539: Dissertation 2 (3)

Course Dissertation 2 is the second of the three-course block of final required dissertation writing. Dissertation research consists of conducting the approved research developed by the individualized research design yields and 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 gathered. PREREQUISITE: Approval of Advisor

EDU9549: Dissertation 3 (3)

Dissertation 3 is the final block of required dissertation writing. It yields the last two chapters of the dissertation (chapters four or 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: Approval of Advisor

EDU9900: 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: None

EDU9901: 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: None

EDU9902: Higher Education's International Role (3)

This course will help students examine how U. S. colleges and universities are responding to the challenges of the 21st Century of internationalization and globalization. The readings will provide theory and practical information about the ways colleges and universities are international, which will include discussions with leaders in the various areas of U. S. higher education internationalization. PREREQUISITE: None

EDU9951: Qualitative Research: Theory and Implementation (0)

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.

EDU9952: Quantitative Research for Educators (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. PREREQUISITE: None

EDU9970: 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. PREREQUISITE: None

EDU9971: Qualitative 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. PREREQUISITE: None

EDU9973: Action Research for Educators (0)

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. PREREQUISITE: None

EDU9980: 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: None

EDU9981: 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: None

EDU9982: 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: None

EDU9999: Dissertation Extension

ENGLISH

ENG1100: Foundations of Writing (3)

English 1100 is a course that helps students develop fluency and confidence in their writing in preparation for the demands of ENG1201. 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 and proofreading. Enrollment in ENG1100 is determined by performance on a placement test. PREREQUISITE: None

ENG1201: English Composition (3)

English Composition 1201 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. ENG1201 is determined by performance on a placement test or by satisfactory completion of ENG1100. PREREQUISITE: None

ENG1202: Analytical Writing (3)

ENG1202 is an advanced writing course and is designed to extend reading and writing skills developed in English 1201. 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: ENG1201

ENG1601: Advanced First-Year Composition (3)

This course is an accelerated version of ENG1201. Enrollment in ENG1601 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, a student's status in the Honors Program or permission of the instructor. Note: No student who has received credit for ENG1201 may receive credit for ENG1601

ENG1602: Advanced First-Year Composition and Literature (3)

This course is an accelerated version of ENG1202. PREREQUISITE: Enrollment in ENG1602 is open only to those students who either have earned an A in ENG1201 or have earned at least a B in ENG1601. Note: No student who has received credit for ENG1202 may receive credit for ENG1602

ENG2213: 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: ENG1202 or ENG1602 or permission of the instructor

ENG2280: Professional 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. This meets the requirement as a writing intensive course in the major. PREREQUISITE: ENG1202 or ENG1602

ENG2400: 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: None

ENG2410: 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. This meets the requirement as a writing intensive course in the major. PREREQUISITE: ENG1202 or ENG1602

ENG2420: 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: ENG1202 or ENG1602

ENG2430: Survey of American Literature (3)

This course provides a one-semester overview of American literature from the colonial period to the present. Authors studied may include Poe, Emerson, Thoreau, Hawthorne, Douglass, Melville, Whitman, Dickinson, Twain, Frost, Hemingway, Faulkner, O'Neil and Williams. PREREQUISITE: ENG1202 or ENG1602 or Permission of the Instructor. Note: this course may not be counted toward the requirements for the English major

ENG2500: 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: ENG1202 or ENG1602

ENG2510: Survey of British Literature (3)

This course provides a one-term overview of British literature from the medieval period to the twentieth century. Authors may include Chaucer, Shakespeare, Donne, Swift, Wordsworth,

Keats, Tennyson, Browning, Auden, Yeats and others. PREREQUISITE: ENG1202 or ENG1602. Note: this course may not be counted toward the requirements for the English major

ENG2520: 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: ENG1202 or ENG1602

ENG2530: Latin-American Literature in Translation (3)

This course provides an overview of contemporary Spanish American writers who depict the character, philosophy, social problems, attitudes towards human dignity and the respect for human rights in Spanish-speaking countries. Such widely known and respected writers as Jorge Luis Borges, Julio Cortazer, Juan Rulfo, Luisa Valenzuela, Rosario Ferre, Gabriel Garcia Marquez and others are studied. PREREQUISITE: ENG1202 or ENG1602

ENG3200: 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: ENG1202 or ENG1602

ENG3210: 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: ENG1202 or ENG1602

ENG3280: 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: ENG1202 or ENG1602

ENG3282: 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: ENG1202 or ENG1602

ENG3290: 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: ENG1202 or ENG1602

ENG3377: 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: ENG1202 or ENG1602

ENG3380: 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: ENG1202 or ENG1602

ENG3400: 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: ENG1202 or ENG1602

ENG3410: 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: ENG1202 or ENG1602

ENG3430: 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: ENG1202 or ENG1602

ENG3440: Children's Literature

This course is designed to acquaint students with quality children's literature, both for their own pleasure and for their standards in working with their own children or students outside of class. Enduring masterpieces of children's literature as well as contemporary works will be included. PREREQUISITE: ENG1201, ENG1202 or ENG 1601, ENG1602

ENG3450: Environmental Literature (3)

This course surveys works by such environmental writers as Henry David Thoreau, John Muir, Rachel Carson, Edward Abbey, Annie Dillard, Aldo Leopold, Barry Lopez, Terry Tempest Williams, Al Gore, William Cronon and Bill McKibben. PREREQUISITE: ENG1202 or ENG1602 or permission of the instructor

ENG3480: Major British Authors from 800 to 1780 (3)

This course studies the founders of the British Literary Tradition. Authors include Chaucer, Spenser, Jonson, Donne, Milton, Pope, Swift and Johnson. PREREQUISITE: ENG1202 or ENG1602

ENG3490: Major British Authors from 1780 to Present (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. This meets the requirement as a writing intensive course in the major. PREREQUISITE: ENG1202 or ENG1602

ENG3800: Shakespeare (3)

A study of selected plays is arranged chronologically. Representative plays from Shakespeare's comedies, tragedies, histories and romances are studied. PREREQUISITE: ENG1202 or ENG1602

ENG4200: 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: ENG1201 or ENG1601, ENG1202 or ENG1602

ENG4375: Approaches in 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: ENG1202 or ENG1602

ENG4411: History of the English Language (3)

English 4411 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: ENG1202 or ENG16024

ENG4694: Directed Study (1)

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 ENG1201 and ENG1202 and a B average in English. In exceptional cases, a student who is not an English major may be allowed to take directed study. PREREQUISITES: Permission of faculty advisor, course instructor and department chair.

FINANCE

FIN2003: 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. PREREQUISITES: ECO1401, ECO1402, ACC1601

FIN3200: 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: FIN2003

FIN3202: 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: FIN2003

FIN3210: Spreadsheet Applications and Financial Modeling (3)

This course trains students in the preparation and presentation of 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. PREREQUISITES: FIN2003, ACC1201, ACC160, knowledge of MS Excel

FIN3240: 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: 6 hours of economics and/or finance courses

FIN3650: Entrepreneurship and Small Business Management (3)

An overview of the entrepreneurship process starting with the individual, the creative 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: Junior or senior status or permission of the instructor

FIN3800: 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: FIN2003

FIN3840: 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: FIN3200

FIN4010: Commercial Banking (3)

The student will study 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: FIN2003

FIN4899: Practicum in Finance (3)

A supervised work experience for students majoring in finance. Students will have the opportunity to observe professionals in action and take part in office activities, thereby utilizing and improving skills learned through observation along with those from classroom study.

PREREQUISITE: Permission of the instructor

FIN5000: 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: None

FIN5210: 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. PREREQUISITE: None

FRENCH

FRE1201: Elementary French Language and Culture I (3)

This is a basic course designed for students who have had little or no experience with the French language. The course includes drills 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: None

FRE1202: Elementary French Language and Culture II (3)

A continuation of FRE1201. PREREQUISITE: FRE1201 or permission of the instructor

HEALTHCARE MANAGEMENT

HCM2200: 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: None

HCM2610: 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. PREREQUISITE: None

HCM2620: 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. PREREQUISITE: None

HCM3230: 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: HCM2200 or permission of the instructor

HCM3440: Managing Healthcare Information (3)

This course introduces the student to the technology, legislation and industry practices of the ethical management of healthcare information (Healthcare Informatics). The student will be

exposed to latest trends, technologies and best practices in managing healthcare information. The student will develop a functional understanding of HIPPA, information systems, data quality, informatics and the value of medical databases. Legal and ethical issues related to health information technology and health information exchanges will be explored. PREREQUISITE: HCM2200 or permission of the instructor

HCM4240: Healthcare Economics and Finance (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. PREREQUISITE: HCM2200 or permission of the instructor

HCM4899: 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. PREREQUISITE: None

HONORS PROGRAM

HON1104: First Semester Honors Seminar (3)

This course introduces participants to college life, 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: Enrollment is determined by selection for the Honors Program.

HON2210: Honors Seminar in the Field of Cultural Awareness (3)

This seminar explores a special topic in the humanities and liberal arts. Subjects will vary each semester. PREREQUISITE: Participation in the Honors Program or invitation from the instructor

HON2220: Honors Seminar in the Field of Social Awareness (3)

This seminar explores a special topic in the social sciences. Subjects will vary each semester. PREREQUISITE: Participation in the Honors Program or invitation from the instructor

HON4601: 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 HON4899, which is normally taken the following semester. PREREQUISITE: Participation in the Honors Program or invitation from the instructor

HON4899: Honor 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: HON4601

HUMAN RESOURCE DEVELOPMENT/HUMAN SERVICES**HRD2000: 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: ENG1201 or ENG1602

HRD2210: 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. It is recommended for students interested in personal career development, counseling, guidance and personnel management. PREREQUISITE: None

HISTORY**HST1420: World History I (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: None

HST1430: 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: None

HST1510: 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: None

HST1520: 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: None

HST2420: 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: None

HST2440: 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: None

HST2500: 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. PREREQUISITES: POL1400, any 1000- or 2000-level history course or permission of instructor

HST2601: 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: Any 1000- or 2000-level history course or permission of the instructor

HST2610: 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 European Union and special issues that face the European Union today. PREREQUISITE: None

HST2631: 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. PREREQUISITES: At least one 1000- or 2000-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.

HST2690: 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: Any 1000- or 2000-level history course or permission of the instructor

HST3100: Coming to America: Immigration and Ethnicity in American History (3)

This course will examine immigration and ethnicity in American history and life. In order to do so we will examine successive waves of free and forced immigration from Europe, Africa, Asia and the Americas, from the 1600's to the 2000's. Particular attention will be paid to the nature of the immigrant experience and the regulation of immigration. PREREQUISITE: Any 1000- or 2000- level history course or permission of the instructor

HST3325: The First World War (3)

The First World War was arguably the most important event of the twentieth century. It had a profound impact on international relations, political ideas, the conduct of war, the global economy, Western society and culture and the arts. It altered the map of both Europe and the Middle East and set the stage for another world war as well as for decolonization. We are still living with many of its legacies today. This discussion-based course will begin by reviewing the nineteenth century international system and discuss the reasons why the war broke out in August 1914. It will then examine the course of the war on all fronts including the home fronts of the belligerent countries, including its arts and literature. Finally, it will consider the Paris Peace Settlement of 1919 and war's long term consequences, including its place in historical memory around the world. PREREQUISITE: Any 1000 or 2000 level history or Political Science course or permission of the instructor

HST3327: The Second World War (3)

The Second World War was the bloodiest conflict in recent history. It had a profound impact on our world. This discussion-based course will explore the international system in the 1920's and 1930's and the various factors that led to the outbreak of the conflict in Europe and Asia. It will then examine the course of the global war itself, including its impact on civilians. Finally, it will consider the consequences of the war and how it is remembered in various countries today.

PREREQUISITE: Any 1000 or 2000 level history course or Political Science course or permission of the instructor

HST3401: 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: Any 1000- or 2000-level history course or POL2401 or permission of instructor

HST3402: 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: Any 1000- or 2000-level history course or permission of the instructor

HST3411: 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: Any 1000- or 2000-level history course or permission of the instructor

HST3413: The American Radical Tradition (3)

This course will examine the nature and significance of the American Radical Tradition from 1776 to the present. The radical movements to be examined will be selected from among the following: American Revolution; Abolitionism, Women's Rights and Suffrage; Populism; Labor Movement; Socialism and Communism; Civil Rights and Black Power; the New Left; Feminism; the Gay and Lesbian Movement; the Environmental Movement. PREREQUISITE: Any 1000 or 2000 level History course or POL 1400 or Permission of the instructor.

HST3415: Special Topics: (3)

An offering of topics that vary. Examples of past or anticipated future subjects include: Classical Mythology, Augustine to Chaucer, Medieval Literary Culture, Three Crowns: Dante, Boccaccio and Petrarch, Women in Medieval and Renaissance Italy, The Scientific Revolution, The History of Italy. PREREQUISITE: Any 1000- or 2000-level history course or permission of the instructor

HST3430: 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: Any 1000- or 2000-level history course or permission of the instructor

HST3440: From Slavery to Freedom: African American History to 1877 (3)

The course will examine the African American experience from 1400 to 1877. Topics will include African slavery, the rise of the Transatlantic Slave Trade, slavery and racism in Colonial

America, the American Revolution and slavery, Antebellum slavery in the South, abolitionist and antislavery movements in the North, the Civil War and emancipation and reconstruction. Emphasis will be placed on the African and African-American experience and the contributions of African-Americans to the growth of democracy. Readings will consist of the recent secondary scholarship and primary sources.

PREREQUISITE: any 1000 or 2000 level history course or permission of the instructor

HST3441: African American History Since 1877: Reconstruction to Present

The course will examine the African American experience from 1877 to the present. Topics will include Civil War and Reconstruction, Jim Crow, Great Migration and World War One, the New Negro, Great Depression and New Deal, World War Two and the Cold War, the Civil Rights Movement, Black Power, the Post-Civil Rights Era and the Obama era. PREREQUISITE: Any 1000-2000 level history course or permission of the instructor.

HST3500: 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: Any 1000- or 2000-level history course or POL1400 or permission of the instructor

HST3660: 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: Any 1000- or 2000-level history course or permission of the instructor

HST3661: 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. PRE-REQUISITE: Any 1000- or 2000-level history course or permission of the instructor

HST3700: 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: Any 1000- or 2000-level history course or permission of the instructor

HST4697: Senior Project (3)

This course is the capstone experience for all history majors. Students will select a topic in conjunction with the instructor and write a substantial paper based on independent research. It is offered every semester and may be taken either in the fall or spring of the senior year.

PREREQUISITE: Majors only. Senior standing or permission of instructor

HST4898: Independent Study (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. PREREQUISITES: Junior or senior status and permission of the instructor

HST4899: Internship (3)

This course allows history majors to enhance their knowledge of historical research or public history by designing their own internship at a local museum, archive, or similar institution. They will be required to work a regular number of hours (usually ten) each week during the semester. Besides fulfilling the expectations of their on-site supervisors, they must also write regular reports for their faculty supervisor. This course is offered every semester. It also may be taken over the summer if the internship opportunity is located outside of the greater Springfield area. In this case, it is expected that the participant will work a full-time schedule covering at least several weeks for their sponsoring institution. Students may take it only once for academic credit. PREREQUISITE: 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.

INTERNATIONAL BUSINESS**IBS1400: 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, international business ethics, governmental intervention in international trade and the importance of the foreign currency exchange market. Coursework will include special research projects for class presentation and discussion. PREREQUISITE: None

IBS1420: 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: None

IBS2650: 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 seminar on preparing for success in your career and an IHRM interview exercise. PREREQUISITES: IBS1400 or permission of the instructor

IBS3400: 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 economic issues and crises. PREREQUISITES: IBS1400, ECO1401, ECO1402

IBS3401: 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: POL1400

IBS3410: 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. Coursework will include special research projects and/or case studies for class presentation and discussion. PREREQUISITES: IBS1400, MKT1450 or permission of the instructor

IBS3620: 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: IBS1400 or permission of the instructor

IBS3820: Global Supply Chain Management and International Negotiation (3)

This course is divided into two major topics. The first will address global logistics and supply-chain management. Areas of interest will include international transportation modes, inventory control, packaging, storage, special trade 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 negotiation

results. The course will include a business negotiations simulation between an American company and a foreign company. PREREQUISITE: IBS1400 or permission of the instructor

IBS4430: 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 issues/problems faced by international companies. The course will also include a research project on Multinational Enterprises. Open to juniors and seniors. PREREQUISITE: IBS1400 or permission of the instructor

IBS4889: 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 sub-models and controlled scenarios to create a real world international business environment. PREREQUISITE: Senior IBS status or permission of the instructor

IBS4890: 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: Senior status or permission of the instructor

IBS4899: International Business Management Internship (3)

An essential part of the international business 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: Senior status or permission of the instructor

IBS6110: 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. PREREQUISITE: None

INTERNATIONAL STUDIES

INS2400: 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 semester that the AIC Model UN participates at a conference. PREREQUISITE: None

INS4800: 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 coursework for the program. Since the topics will change each time the course is offered, it is repeatable one time. PREREQUISITE: International studies major or minor in junior or senior year or permission of instructor

INS4890: Study Abroad (3)

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: None

INS4899: Internship (3)

This course allows international studies majors to deepen their understanding of international affairs by pursuing an internship with a governmental or non-governmental organization that works in an international field. They will be required to work a regular number of hours (usually 10) each week during the semester. Besides fulfilling the expectations of their on-site supervisors, they must also write regular reports for their faculty supervisor. This course is offered every semester. It also may be taken over the summer if the internship opportunity is located outside of the greater Springfield area. In this case, it is expected that the participant will work a full-time schedule covering at least several weeks for their sponsoring institution. Students may take it only once for academic credit. PREREQUISITE: 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

ITL1000: Conversational Italian I (3)

This course will enable students to develop the basics of oral 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: None

ITL1201: 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 drills 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: None

ITL1202: Elementary Italian Language and Culture II (3)

A continuation of ITL1201. PREREQUISITES: ITL1201, permission of the instructor

LATIN

LAT1201: Introduction to Latin Language and Literature

LAW

LAW5202: 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: None

LAW5904: Administrative Law (3)

This course examines the legal basis of public management by reviewing major principles of administrative law including the doctrine of legislative delegation, Administrative Procedures Act, administrative rulemaking and adjudication, transparency and judicial review of regulation. Students will view case law, statutes and regulations and proposed legislation to gain and understanding of their impact on public administration and public policy. PREREQUISITE: None

MANAGEMENT

MGT1400: 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: None

MGT2400: 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: MGT1400 or PSY1401 or permission of the instructor

MGT3200: 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: MGT1400 or permission of the instructor

MGT3201: 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: Open to juniors and seniors

MGT3202: 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: MGT1400

MGT3203: 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: Junior or senior status, or permission of the instructor

MGT3210: 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. PREREQUISITES: ECO1401, ECO1402, MGT1400. Open to juniors and seniors.

MGT3213: 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: MGT1400

MGT3661: 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. PREREQUISITE: Business Junior/Senior major or permission of the instructor

MGT4694: Directed Study (3)

Selected readings are chosen in accordance with the student's interests and background. PREREQUISITES: 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

MGT4695: Special Topics in Management (3)

Descriptions change as topics vary. PREREQUISITE: permission of the instructor

MGT4800: Senior Policy Seminar (3)

This meets the requirement as a writing intensive course in the major. 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: Senior status, management and business majors and minors

MGT4899: Management Practicum in Business or Government Administration (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: Open to juniors and seniors in the School of Business Administration, with permission of the instructor

MGT5000: 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 manager's job of selecting, training, leading, motivating, evaluating, delegating and introducing change. PREREQUISITE: None

MGT5210: Organizational Behavior (3)

This course provides a systematic analysis of the strategic and human functions of a business enterprise. The responsibilities of a manager 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. PREREQUISITE: None

MGT5230: 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: None

MGT5240: 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. PREREQUISITE: None

MGT5250: 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. PREREQUISITE: None

MGT5270: Information Systems for Business Strategy (3)

This course defines the information management needs of an organization in the knowledge of the 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. PREREQUISITE: None

MGT5280: Professional Development Seminar I: Communications (1)

This course provides the opportunity for students to develop professional written, oral and presentation competencies required in both the MBA degree program and professional workplace. Students will learn how to write effective case studies and graduate-level research papers using available institutional research tools, research methodologies and critical thinking skills. Students will be introduced to strategies for employing structure, style and format resulting in impactful and effective written business reports and electronic communications. This course will also provide students with strategies and tools to generate well organized, persuasive and effective presentations. PREREQUISITE: Enrolled MBA candidate

MGT5285: Professional Development Seminar II: Professional and Career (1)

This course will provide students with the methodologies and skill sets required to develop and implement both personal and professional career development plans. Topics include personal skills inventory assessment tools, resume writing, videotaped practice interviewing, career search strategies, interview preparation, individual marketing communications and salary negotiation. Additional topics include personal time management and organizational skills. PREREQUISITE: Enrolled MBA candidate

MGT5290: Professional Development Seminar III: Project Management and Finance Model (1)

This course introduces the techniques used to plan, manage and complete projects. It 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, allocation of resources human, physical and financial and project control through budgeting. This course also includes an overview of financial modeling and the use analytical tools including one- and two- variable data tables, Goal Seek, Scenario Manager, Databases, Pivot Tables, Solver and Chart development. PREREQUISITE: Enrolled MBA candidate

MGT5320: Financial Reporting, Analysis and Risk Management in the Game Industry (3)

This course studies financial reporting and analysis as it pertains to the needs of management; principally planning, controlling and decision making. Special emphasis is placed in covering casino security, financial internal control systems and risk analysis and making effective strategic decisions regarding loss prevention. PREREQUISITE: None

MGT5360: Casino and Gaming Operations Management (3)

This course examines the history and development of the gaming and casino operations including the examination of the processes and techniques employed in the management of casino operations including table games, slots and internet gaming. Comparisons, case studies and selected topics focus on organization and department policies, production processes, manpower development, scheduling and current trends in the casino and gaming industry. PREREQUISITE: None

MGT5450: Casino Gaming and Hospitality Industry Laws and Regulations (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. Special emphasis is placed on review of laws and regulations pertaining to the formation and ongoing operations of casinos and the hospitality industry that have significant impacts on capital expenditures and operating strategies. PREREQUISITE: None

MGT5460: Exposition and Event Management (3)

This course examines the scope of the convention industry and provides the essential skills required to plan, manage and expedite successful events. Emphasis is placed on project scheduling and planning including inception, marketing, site selection, contract negotiations, selecting suppliers, obtaining sponsorships and budgeting. PREREQUISITE: None

MGT5480: Hotel, Food and Beverage Operations Management (3)

This course examines processes and techniques employed in the management of hotel operations including housekeeping, front office management, rebranding, franchising and facilities management. Additional emphasis is placed on the examination of the restaurant and beverage operations including multi-units operations, restaurant and bar layout, trend identification and product selection, basic production methods, costing and pricing, inventory methods and human resources management. The creation of wine lists, beer lists and cocktail menus is also discussed. PREREQUISITE: None

MGT5544: 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: None

MGT6410: Strategic Management (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. PREREQUISITE: None

MGT6999: Master of Business Administration 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 of each business area and 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. PREREQUISITE: None

MANAGEMENT INFORMATION SYSTEMS

MIS1210: 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. This meets the requirement as a writing intensive course in the major. PREREQUISITE: None

MIS1220: 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: None

MARKETING

MKT1450: 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, the marketing environment, market segmentation, product positioning, product and brand strategies, pricing strategies, marketing communication strategies, distribution strategies, consumer and business buying behavior and electronic marketing. PREREQUISITE: None

MKT2600: 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: MKT1450

MKT2610: 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: MKT1450 or permission of instructor

MKT2700: Brand and Price Strategies (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: MKT1450

MKT2710: 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: MKT1450

MKT3210: 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: MKT1450

MKT3400: 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: MKT1450

MKT3410: 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: MKT1450, Senior status and permission of the instructor

MKT3500: Advertising (3)

Emphasis is placed on practical use of advertising in the operation of 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: MKT1450 or permission of instructor

MKT3510: 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: Junior or senior status or permission of the instructor

MKT3520: 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: MKT1450

MKT3550: Management of Small to Medium Company (3)

Your startup/inheritance/acquisition has grown and faces a new set of opportunities, problems and risks. Topics include foundations for long-term success, strategic planning, business development, sustainable growth and control systems in venture-specific, critical areas. Field trips and guest speakers from growing ventures are planned. PREREQUISITE: MKT1450

MKT3600: 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: MKT1450

MKT3620: Social Media and Digital Marketing (3)

Social media has changed 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: MKT1450

MKT3691: 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. PREREQUISITE: NONE

MKT4694: Directed Study (3)

Selected readings are chosen in accordance with the student's interest as directed and approved by the instructor. PREREQUISITE: None

MKT4810: Strategic Marketing (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: MKT1450, Junior or senior status preferred

MKT4899: Marketing Internship (3)

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. PREREQUISITES: The approval of the sponsoring facility, the department chair and the dean, Junior or senior status

MKT5000: 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: None

MKT5210: Marketing Management (3)

This course investigates the process that organizations use to identify the needs of their customers and to create the products and services that meet these needs within the resource constraints and strategic objectives of the organization. The course examines market research, target market selection, market segmentation, position and branding. It covers all the elements of the marketing mix, showing how they are being transformed by the Internet and the global economy. PREREQUISITE: None

MKT5480: Strategic Marketing for Nonprofit Organizations (3)

This course will track the development of an integrated marketing strategy, from setting clear measurable goals, to defining benchmarks, implementation and evaluating its success. Students will explore the unique attributes of a mission-based marketing strategy and the special demands created by marketing efforts that are not driven by profit. Special topics will include media relations, web presence and outline of a marketing plan. PREREQUISITE: None

MATHEMATICS

MAT1052: 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. PREREQUISITE: None

MAT1200: 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: Elementary Algebra

MAT1201: Elements of Math II (License in Elementary and Moderate Disabilities) (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: MAT1200

MAT1250: 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: None

MAT1260: Finite Mathematics II (3)

This course examines sets, counting techniques, probability, decision theory, statistics and Math of Finance. PREREQUISITE: None

MAT1310: 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: None

MAT1430: 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: MIS1220 or a working knowledge of a computer spreadsheet

MAT1630: 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: One year of both Algebra and Geometry

MAT1840: 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.

PREREQUISITES: One year of both Algebra and Geometry and permission of the instructor or MAT1630

MAT2004: 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: MAT1840

MAT2030: 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.

PREREQUISITES: MAT1430, MIS1220 or a working knowledge of a computer spreadsheet

MAT2400: 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: MAT1840 or permission of the instructor and the department chair

MAT2500: 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. PREREQUISITES: MAT1840, MAT2400, enrolled in MAT2501

MAT2501: Calculus II Laboratory (0)

This lab presents computer applications of the ideas and techniques discussed in MAT2500. CO-REQUISITE: MAT2500

MAT2600: Calculus III (3)

This course includes the study of hyperbolic functions, polar coordinates, vectors and parametric equations, l'Hopital's Rule, sequences, infinite series, limits, continuity, partial differentiation, optimization and multiple integration for functions of several variables. The course will make active use of technology by requiring the use of a graphing calculator. PREREQUISITE: MAT2500

MAT2601: Calculus III Laboratory (1)

This lab presents computer applications of the ideas and techniques discussed in MAT2600. CO-REQUISITE: MAT2600

MAT2816: 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. PREREQUISITES: MAT2500, permission of instructor

MAT2870: Discrete Structures (3)

This course covers set theory, logic, proofs, induction, recursion, relations, functions, combinatorics, algebraic structures and graph theory. PREREQUISITE: MAT2500

MAT3203: Differential Equations (3)

This course examines ordinary and partial differential equations, particularly of the first and second orders, including geometrical interpretations and applications. PREREQUISITE: MAT2600

MAT3601: 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. PREREQUISITES: MAT2600, permission of instructor

MAT3801: Modern Abstract Algebra I (3)

This course includes the study of integers, equivalence relations, partitions and groups. The material on groups includes subgroups, group homo-morphisms and factor groups as well as the fundamental group homomorphism theorem. PREREQUISITE: Two years of college-level mathematics or permission of the instructor and the department chair

MAT3894: Directed Study (3)

This course provides directed study on special topics in mathematics. PREREQUISITE: Permission of the department chair

MAT5000: 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: None

MUSIC**MUS1000: 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: None

MUS1010: American Musical Theater (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: None

MUS1020: 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: None

MUS1030: 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: None

MUS1040: 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 unifying 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: None

MUS1050: Rock: Musical Evolution and Social Impact (3)

A history of rock and roll, tracing its diverse American influences from the 19th Century Blues, 20th Century pop music and Rhythm and Blues to its emergence as a recognizable style in the 1950s. In addition to a study of its musical basis, there will also be an understanding of the

relationship between the music and its symbiotic relationship with 20th Century history and society. PREREQUISITE: NONE

NURSING

NUR2540: Introduction to Professional Nursing (3)

Introduces the components of the organizing framework of the nursing major. Explores the history, definition, philosophy and role of professional nursing. Environmental forces, e. g., socioeconomic and cultural, that impact on nursing practice are presented. Selected ethical and legal aspects of nursing practice are identified. PREREQUISITES: BIO1200, BIO1210, BIO1300, PSY1401, SOC1100, ENG1100, ENG1202, CHE1210 may be taken concurrently

NUR2541: Introduction to Professional Nursing Laboratory (1)

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. CO-REQUISITE: NUR2540

NUR2731: Pathophysiological Foundations for Nursing Practice (3)

This course will examine the concept of human disease states and their clinical management from a nursing perspective. This course will help the pre-clinical nursing student apply knowledge of anatomy and physiology to the study of adaptive and maladaptive processes that lead to illness. Specific physiologic concepts will be discussed, including cellular adaption, inflammation, tissue oxygenation and perfusion, fluid and electrolyte balance and the body's defense system. Alterations of the major body systems will be emphasized, including cardiovascular, pulmonary, neurologic, renal, hematological and endocrine systems. PREREQUISITE: None

NUR2740: 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. PREREQUISITES: NUR2540, BIO2200, PSY2450

NUR2755: Pathophysiology-Pharmacology I (3)

This course will examine the concept of human disease states and discuss their clinical management with an emphasis on nursing interventions. Major body systems addressed in this course include, cardiovascular, pulmonary, neurologic, renal, hematologic and endocrine systems. In addition, appropriate pharmacological interventions for select disease states are also discussed. 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. PRE-REQUISITES: BIO 1200, BIO 1210, BIO 1300 CO-REQUISITE: NUR 2540, NUR 2541, PSY 2450, CH 1210

NUR2756: Pathophysiology-Pharmacology II (3)

This course will examine the concept of human disease states and discuss their clinical management with an emphasis on nursing interventions. Major body systems addressed in this course include, gastrointestinal/genitourinary, renal, cardiovascular, and musculoskeletal systems. In addition, appropriate pharmacological interventions for select disease states are also discussed. 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. PRE-REQUISITES: BIO 1200, BIO 1210, BIO 1300, NUR 2540, NUR 2541, PSY 2450, CHE 1210
CO-REQUISITE: NUR2840

NUR2840: 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. All aspects of the nursing process and the three levels of prevention (primary, secondary and tertiary) are discussed and used as a basis for nursing practice to facilitate adaptive responses to stressors affecting physiological and safety needs. PREREQUISITES: NUR2540, BIO2200, PSY2450, CHE1210

NUR2841: Fundamentals of Professional Nursing Practice Laboratory (0)

Selected nursing interventions and physical assessment skills are practiced and applied in providing care to adults in the clinical setting. CO-REQUISITE: NUR2840

NUR3540: 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. PREREQUISITES: All prerequisites for NUR206, CO-REQUISITE: NUR206. RN Students: NUR2740, NUR2840, PSY2302

NUR3600: Ethics and Law of Health Care for Nursing (3)

The legal and ethical aspects of the nurse's role in leading and managing safe and effective patient-centered care are examined in this course. The ethical responsibilities of the nurse as well as decision-making models related to health care situations will be discussed. The content focuses on the identification and analysis of legal and ethical concepts and principles underlying nursing practice and health care. PREREQUISITE: RN to BSN students only

NUR3650: Advanced Concepts in Nursing Practice (3)

Building on previous knowledge and skills applicable to the practice of professional nursing, this course enhances the transition of registered nurses to the baccalaureate prepared professional nurse role. Emphasis is on the challenging role of the nurse in today's global healthcare system. Content focuses on the interrelated concepts of nursing theory, models of health and illness, evidence-based practice, critical thinking and clinical judgment. Changes in the health care environment and the impact on the professional nurse's role as part of the inter-professional healthcare team are discussed. PREREQUISITE: RN to BSN students only

NUR3740: 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. PREREQUISITES: NUR2740, NUR2840, NUR2302

NUR3741: Adult Medical Surgical Nursing Laboratory (0)

Evidence based nursing interventions are applied in providing care to adults in a variety of clinical settings. CO-REQUISITES: NUR3740

NUR3940: 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. PREREQUISITES: NUR3740, NUR3540 CO-REQUISITES: NUR3941, NUR3942

NUR3941: Family Centered Nursing Laboratory (0)

Evidence based nursing interventions are applied in providing care in family centered clinical settings. CO-REQUISITES: NUR3940, NUR3942

NUR3942: 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 the 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. PREREQUISITES: NUR3740, NUR3540 CO-REQUISITES: NUR3940, NUR3941

NUR4200: Health Promotion and Care of Vulnerable Populations (3)

This course will examine the role of nursing in providing care to vulnerable populations within the community. Theories of community health and nursing practices will be discussed as well as concepts of health promotion and preventative care for vulnerable individuals, families, groups and communities. Content focuses on risk reduction, health maintenance and promotion of high level wellness to individuals, families and groups of all ages throughout the health continuum. PREREQUISITES: RN to BSN students only and NUR3650

NUR4250: Global Issues in Nursing Practice (3)

This course introduces global health care systems and models and their influence on health disparities in the delivery of healthcare. Content provides a foundation to examine factors influencing the health of communities and populations locally, nationally and globally. Basic public health principles and sciences are used to identify factors that influence promote and maintain health of populations. The use of epidemiological data and knowledge of environmental

health, social determinants of health, genetics/genomics and the influence of culture on health behaviors will be discussed. PREREQUISITES: RN to BSN students only, NUR4200

NUR4340: 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. PREREQUISITES: NUR3940, NUR3941, NUR3942

NUR4341: Community Focused Nursing Laboratory (0)

Evidence based nursing interventions are applied in providing care across the health care continuum in the community clinical setting. CO-REQUISITE: NUR4340

NUR4351: 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. PREREQUISITES: NUR3940, NUR3941, NUR3942

NUR4400: Evidence-based Practice (3)

This course focuses on the development of nursing knowledge and the improvement of nursing practice through current relevant evidence. Research methods are examined and current issues are analyzed in relation to the implementation of evidence-based practice in selected settings. Content includes identification of clinical questions, analysis of evidence for potential solutions/innovations, planning and implementing practice changes, evaluating outcomes and identifying gaps in nursing knowledge. Processes for leading and managing practice changes through the use of evidence-based research to promote effective or positive patient outcomes are explored. PREREQUISITES: RN to BSN students only, NUR3680

NUR4532: Senior Seminar I (1)

This course will assist the student in preparing for the National Council Licensing Examination for Registered Nurses (NCLEX-RN). The student will be required to complete content modules and attend computerized practice sessions in preparation for a culminating computerized exit examination and success on the NCLEX-RN examination.

NUR4533: Senior Seminar II (1)

A continuation of Senior Seminar I. Students will complete the content modules and take culminating exit exam. PREREQUISITE: NUR4532

NUR4534: Independent Study (3)

In-depth examination of nursing practice topic. PREREQUISITE: Department permission required

NUR4540: Trends and Issues in Health Care (3)

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. PREREQUISITES: NUR4340, NUR4351; CO-REQUISITES: NUR4533, NUR4940, NUR4941.

NUR4600: Leadership and Management in Nursing (3)

Synthesis of theories and concepts related to leadership and management such as, critical thinking, clinical judgment or reasoning, change theory, conflict resolution, delegation and changes that impact the health care delivery system is discussed. The role of the nurse as leader and manager is explored in depth with a special emphasis on the role of the nurse as change agent. The course will provide practical information for the practicing nurse to strengthen problem solving, decision- making and critical thinking abilities, which are all vital in today's rapidly changing health care delivery systems. PREREQUISITES: RN to BSN students only, NUR4400, NUR4200

NUR4940: 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. PREREQUISITES: NUR4340, NUR4341, NUR4532

NUR4941: 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: NUR4940

NUR4999: Capstone Seminar (3)

This course provides the student the opportunity to synthesize previous knowledge and skills in a supervised practicum experience with the guidance and approval of the faculty. The clinical project provides students with the opportunity to explore a problem or issue of particular personal or professional interest that is related to one of the following nursing competencies: patient-centered care, teamwork/collaboration, evidence-based practice, quality improvement, safety or informatics (QSEN: <http://www.qsen.org>). PREREQUISITES: RN to BSN students only, NUR4600

NUR5040: The Art and Science of Nursing for Advanced Practice (3)

Nursing knowledge development, worldview and competencies of the advanced practice nurse are examined. The focus of this course is professional practice development, communication, leadership, team building and interdisciplinary collaboration. PREREQUISITE: None

NUR5041: 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. PREREQUISITE: NUR3650, NUR4400, NUR5040

NUR5042: 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. PREREQUISITE: NUR5041

NUR5140: 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. PREREQUISITE: NUR6141

NUR5300: Inter-professional Communication and Collaboration for Health Professionals (3)

This course explores essential collaboration and communication skills for health care providers. Inter-professional collaboration and its significance in safe patient centered care is a focus of this course. Students will review the Inter-professional competencies and discuss the role of the nurse in improving inter-professional collaboration in the healthcare setting. Professional written and oral communication as key to leading and managing safe patient care will also be addressed. PREREQUISITE: RN to BSN and MSN students only

NUR5412: 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. PREREQUISITE: NUR6149 or NUR6249

NUR6040: 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. PREREQUISITE: NUR5042

NUR6041: 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. PREREQUISITE: NUR6040

NUR6042: 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. PREREQUISITES: NUR6040, NUR6041

NUR6140: Healthcare Informatics (3)

This course provides an overview of nursing informatics and electronic modalities that assist in patient and client management. The automation of data management through information systems, expert systems and telecommunications will be examined in the context of health care informatics. The use of technology to help make decisions and to improve the health status of the individual, family and community will be emphasized. Legal and ethical implications of informatics and technology in healthcare are addressed. PREREQUISITE: RN to BSN

NUR6141: Evidence - Based Practice for Nursing Education (4)

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. PREREQUISITES: NUR6042

NUR6142: Nursing Leadership and Management ((4)

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. PREREQUISITES: NUR6143

NUR6143: 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. PREREQUISITE: NUR6042

NUR6149: Nursing Education Practicum (8)

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. PREREQUISITE: NUR5140

NUR6249: Nursing Administration Practicum (8)

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: NUR6142

NUR6510: Advanced Health Assessment and Differential Diagnoses (2)

Focuses on health assessment knowledge and skills needed by advanced practice nurses. The diagnostic reasoning skills needed for clinical reasoning in the advanced practice role are emphasized. Includes a 60 hour clinical component to continue to develop and refine comprehensive health assessment skills. PREREQUISITE: NUR6042

NUR6520: Advanced Practice Nursing: Professional Issues and Responsibility (3)

The role of the advanced practice nurse and the concepts of primary care within a contemporary health care system will be explored. Issues related to the role of the APN, regulation affecting practice, inter-professional collaboration, accountability and outcomes relevant to the APN practice will be examined. PREREQUISITE: NUR5040

NUR6530: Pharmacology for Advanced Practice Nurses (3)

This course is designed to prepare advance practice nurses (APRN) to accurately prescribe, administer, and counsel patients regarding appropriate and safe medication regimens. Basic pharmacologic principles and the pharmacologic actions of the major drug classes will be discussed in relation to physiologic systems, with emphasis on the application of these agents. PREREQUISITE: NUR6041

NUR6540: Primary Care Clinical Management: Role of FNP I (6)

First in a series of three clinical management courses for nurse practitioners. Focus of course is on application of advanced pathophysiology concepts and clinical decision making skills to interpret assessment data and develop diagnoses and treatment plans in primary care of clients and their families across the lifespan. The integration of research and evidence-based practice, teaching/health promotion and consultation skills within the context of collaborative practice are emphasized. PREREQUISITES: NUR6520, NUR6530

NUR6550: Primary Care Clinical Management: Role of FNP II (6)

Focus is on the delivery of care to clients and their families experiencing acute and chronic health problems. Continued emphasis on collaboration with the health care team in the implementation and the evaluation of accepted medical and nursing interventions used in the care of patients across the lifespan. Effective use of skills required for clinical management, education, consultation, referral and follow-up are emphasized. Therapeutic interventions based upon evidenced-based research are integrated along with complementary and alternative healing approaches appropriate for individuals and their families with health care problems. PREREQUISITE: NUR6540

NUR6560: Primary Care Clinical Management: Role of FNP III (6)

Opportunity to further develop leadership, research, teaching and consultation skills as a basis for advanced clinical practice. Practice issues are explored within the context of ethical and effective use of resources for beginning autonomous practice. Course focuses on the management of complex health issues experienced by clients across the lifespan with special emphasis on the elderly and other vulnerable populations. Theoretical concepts of organizational systems and health care politics and policy are applied to the advanced practice setting to identify and solve complex health and systems problems. PREREQUISITE: NUR6550

NUR6600: Advanced Practice Capstone (2)

This course is a capstone experience in which the family nurse practitioner students continue to develop knowledge and expertise in the role as a primary care provider. Autonomy in clinical decision-making is emphasized. Family nurse practitioner students increase their levels of responsibility for independent client and family management. PREREQUISITE: NUR6560

OCCUPATIONAL THERAPY**OTR4444: Directed Study (1)**

This course is not part of the standard curriculum. Students may register for this course only by approval of the Program Director. PREREQUISITE: None

OTR5010: Introduction to Occupational Therapy (2)

This course introduces students to the foundational principles of occupational therapy practice including historical perspectives, the philosophical base and current research of the profession. Roles and responsibilities of the occupational therapy practitioner will be explored utilizing the AOTA Standards of Practice and Occupational Therapy Code of Ethics and Ethics Standards. The course will promote development of values related to being an occupational therapist including cultural competency, client-centered, occupation-based and evidenced-based practice. PREREQUISITE: All general education and program requirements completed

OTR5020: Medical Terminology (1)

This course is an on-line, computer-based course that is designed for occupational therapy students. Using an E-Textbook students will learn to decipher complex medical and scientific terms used in the health professions. Course materials include interactive audio-visual activities that prepare each student for the 1000 self-testing flashcards and the 800 multiple choice self-test questions that are part of the course. PREREQUISITE: All general education and program requirements completed

OTR5030: Professional Communication (3)

This course is a specialized writing course that is focused on the writing skills necessary for clinical practice, including clinical documentation and mechanics of scientific writing using the American Psychological Association (APA) format. Students will experience multiple opportunities to practice and refine writing skills by using the language and terminology that is appropriate for screenings, evaluation, problem and goal statements, intervention plans and progress notes. PREREQUISITE: All general education and program requirements completed

OTR5040: 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: All general education and program requirements completed

OTR5050: 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. 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: All general education and program requirements completed

OTR5060: Tasks and Activity Analysis (2)

This course will develop students' 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 as well as the facilitators and barriers to activity performance. Students have an opportunity to begin to develop skills in teaching, collaborative planning and goal writing. PREREQUISITE: All general education and program requirements completed

OTR5110: Foundations of Occupational Therapy (3)

This course will utilize guiding documents of the American Occupational Therapy Association to promote students' understanding of the meaning and dynamics of occupation and activity as a foundation of OT evaluation, intervention and outcomes. Students will learn how to explain and justify the importance of supervisory roles, responsibilities and collaborative professional relationships between the occupational therapist and the occupational therapy assistant utilizing AOTA's official documents. The course will promote the development of values and professional responsibilities related to being an occupational therapist including cultural competency, client-centered, occupation-based and evidenced-based practice. PREREQUISITES: OTR5010, OTR5040

OTR5120: Evidence-Based Practice (2)

The course will explore the themes of building scientific knowledge as the basis for disciplinary development, using research evidence to answer clinical questions and transforming clinical problems into researchable questions. 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 described and applied to learning activities. PREREQUISITES: OTR5010, OTR5030

OTR5130: Gross Anatomy (4)

Human gross anatomy is an examination of the structures of the human body. The course includes an in-depth presentation of the musculoskeletal system with limited consideration of other body systems. The course material will be conveyed through lectures, laboratory experiences with human cadaver pro-sections, computerized dissections of the human body and anatomical models. PREREQUISITE: All general education and program requirements completed

OTR5131: Gross Anatomy Laboratory (0)

Students will examine human anatomy using prosected cadavers, computerized dissection of the human body, and anatomical models. Emphasis is placed on the anatomy of the vertebral column, trunk, upper extremity and lower extremity, with limited consideration of other body systems. CO-REQUISITE(S): OTR5130

OTR5140: Group Dynamics (2)

This course provides information regarding the theory of group dynamics that includes communication, group process, group development, leadership styles and group roles and norms. Human occupation, cognitive and developmental models are introduced. Students will be required to apply activity analysis and observation skills as both group leaders and members. Students will participate in a community group during the semester. PREREQUISITE: OTR5010, OTR5030, OTR5060

OTR5141: Group Dynamics Laboratory (0)

Through lab activities, students have the opportunity to observe and reflect on group dynamics theory, group design, group development, and group skills, including communication styles, group process, leadership styles, group roles and norms. Students are required to apply activity analysis and observation skills as both group leaders and members. Students will observe, develop, and implement a community-based group activity during the semester. CO-REQUISITE: OTR5140

OTR5150: Kinesiology (3)

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. PREREQUISITE: OTR5050

OTR5151: Kinesiology Laboratory (0)

Students will observe and analyze the skilled movement patterns needed for occupational performance in daily life including measurement of range of motion and manual muscle testing as well as grip and pinch measurements. Students will have the opportunity to supplement their learning with hands-on sessions, practicing skills on peers, using anatomical models, skeletal material, and audiovisual tapes. CO-REQUISITE: OTR5150

OTR5200: Comprehensive Exam (1)

This is the first course in the comprehensive exam series that addresses domain areas related to the foundations of occupational therapy. The course stresses developing critical reasoning skills within the context of the exam. Active learning is emphasized with practice in reading, interpreting and answering multiple choice and clinical simulation questions to help assess strengths and weaknesses. PREREQUISITE: OTR5010, OTR5020, OTR5030, OTR5040, OTR5050, OTR5060

OTR5230: 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. Therapeutic assessment and intervention for occupational dysfunction in this age range will be explored. Level I Fieldwork is integrated within the coursework affording the opportunity to apply classroom experiences to real life clinical experiences. PREREQUISITES: All of the following courses completed: OTR5010 through and including OTR5200 (Professional Foundations courses)

OTR5231: 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. Therapeutic assessment and intervention for occupational dysfunction in this age range will be explored. Level I Fieldwork is integrated within the coursework affording the opportunity to apply classroom experiences to real life clinical experiences. PREREQUISITES: All of the following courses completed: OTR5010 through and including OTR5200 (Professional Foundations courses)

OTR5232: 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. 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. PREREQUISITES: All of the following courses completed: OTR5010 through and including OTR5200 (Professional Foundations courses)

OTR5233: 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: All of the following courses completed: OTR5010 through and including OTR5200 (Professional Foundations courses)

OTR5240: Research Methods (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. 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: All of the following courses completed: OTR5010 through and including OTR5200 (Professional Foundations courses)

OTR5430: 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. Level I Fieldwork is integrated within the coursework affording the opportunity to apply classroom experiences to real life clinical experiences. PREREQUISITES: All of the following courses completed: OTR5010 through and including OTR5200, and OTR5230

OTR5431: 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. Level I Fieldwork is integrated within the coursework, affording the opportunity to apply classroom experiences to real life clinical experiences. PREREQUISITES: All of the following courses completed: OTR5010 through and including OTR5200 (Professional Foundations courses)

OTR5432: 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. Students will analyze the effects of technology on the lives of people with disabilities through readings, assignments and Level I Fieldwork experiences. PREREQUISITE: All of the following courses completed: OTR5010 through and including OTR5200 (Professional Foundations courses), and OTR 5232

OTR5433: 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. PREREQUISITES: All of the following courses completed: OTR5010 through and including OTR5200 (Professional Foundations courses) and OTR5233

OTR5525: Program Development in Health/Wellness (2)

This is the first course in the comprehensive exam series that addresses domain areas related to the foundations of occupational therapy. The course stresses developing critical reasoning skills within the context of the exam. Active learning is emphasized, with practice in reading, interpreting and answering multiple choice and clinical simulation questions to help assess

strengths and weaknesses. PREREQUISITES: All of the following courses completed: OTR5010 through and including OTR5200 (Professional Foundations courses)

OTR5531: Supervision/Management (2)

This course is designed to prepare the student for supervision and management issues related to future clinical practice. The management portion of this course will present management theory pertinent to the occupational therapy/health care industry. Organizational behavior and structure will be discussed in relation to professional organizations that influence the delivery of occupational therapy services. Management principles and strategies involved in the managerial functions of planning, organizing, staffing, budgeting, directing, evaluating and marketing will be examined and applied during class and individual assignments. Classroom discussion topics will emphasize communication skills, supervision and professionalism. PREREQUISITES: All of the following courses completed: OTR5010 through and including OTR5200 (Professional Foundations courses)

OTR5600: Comprehensive Exam (1)

This is the second course in the comprehensive exam series that addresses practice areas related to management and psychosocial occupations. The course stresses developing critical reasoning skills within the context of the exam. Active learning is emphasized, with practice in reading, interpreting and answering multiple choice and clinical simulation questions to help assess strengths and weaknesses. PREREQUISITE: All of the following courses completed: OTR5010 through and including OTR5200 (Professional Foundations courses)

OTR6030: 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. 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. PREREQUISITES: All of the following courses in year two of professional phase: OTR5230 through and including OTR5600

OTR6031: 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. Level I Fieldwork with adult clients with psychosocial disabilities will be provided to permit students to apply classroom learning to real-

life clinical experience. PREREQUISITES: All of the following courses in year two of professional phase: OTR 5230 through and including OTR5600

OTR6032: Occupational Therapy Process: Adults (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. PREREQUISITES: All of the following courses in year two of professional phase: OTR5230 through and including OTR5600

OTR6033: Occupational Therapy Process: Aging (4)

This course teaches students to provide client centered, evidence-based services for the growing cohort of older adults. Students will explain the interaction between the aging process and disability and explore how this impacts performance and engagement in occupation for both the client and any supporters/caregivers of clients. PREREQUISITES: All of the following courses in year two of professional phase: OTR5230 through and including OTR5600

OTR6130: 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. PREREQUISITES: All of the following courses in year two of professional phase: OTR5230 through and including OTR5600

OTR6139: 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. Completion of Level II Fieldwork will not exceed one year from the end of didactic coursework unless approved by the program director. PREREQUISITE: All of the following courses: OTR5010 through and including OTR6200

OTR6200: Comprehensive Exam (1)

This is the third course in the comprehensive exam series that addresses practice areas related to physical disabilities and pediatrics. The course stresses developing critical reasoning skills within the context of the exam. Active learning is emphasized, with practice in reading, interpreting and answering multiple choice and clinical simulation questions to help assess strengths and

weaknesses. PREREQUISITES: All of the following courses: OTR5230 through and including OTR5600

OTR6240: Level II Fieldwork Extension (3)

This is an extension of OTR6239. 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. Completion of Level II Fieldwork will not exceed one year from the end of didactic coursework unless approved by the program director. PREREQUISITE: All of the following courses: OTR5010 through and including OTR6200, OTR6239

OTR7100: Scholarship of Teaching and Learning for Occupational Therapy

Students explore learning theories and how theories of human learning and motivation can be applied to the instructional process. Model learning theories associated with behaviorism, cognitivism, and constructivism are reviewed and applied to creative learning and teaching experiences in the occupational therapy context. PREREQUISITE: None

OTR7300: Leadership in Occupational Therapy

Students examine, develop, and practice leadership in relation to the self, to the profession of occupational therapy, and to the wider contexts of health systems and communities, from the local to the global level. PREREQUISITE: None

OTR7500: Occupational Therapy Theory in Practice, Education, and Research

Analysis of occupational therapy theory and its application to and influence on occupational therapy practice, education, and research. PREREQUISITE: None

OTR7700: Occupational Therapy Scientific Inquiry and Research I (Residency I included)

Students explore quantitative and qualitative research designs, methodologies, research processes and products, and apply their knowledge to the development of a research proposal. Students explore options for potential research methods and ideas to implement in their own work settings. Residency I - The purpose of this residency is for students to present, discuss and reflect on the scholarly work developed to date and analyze/critique others' work and perspectives to continue to develop critical analysis and scholarship skills. PREREQUISITE: None

OTR7900: Occupational Therapy and Community-Based and Population-Based Practice

Occupational therapy models are examined and applied to address both community-based and population-based issues from a public health and occupation-based perspective, such as prevention and health promotions, aging in place, and others. PREREQUISITE: None

OTR8100: Occupational Therapy Scientific Inquiry and Research II

This course is a continuation of OT Research I. This course focuses on conducting the actual research planned in Research I and preparing to disseminate findings. Students enhance their

knowledge of data analysis methods, both qualitative and quantitative. PREREQUISITE: None

OTR8300: Occupational Therapy and Legal, Ethical, and Policy Issues

This course is designed to advance occupational therapists' knowledge regarding the important role law, ethics, and policy play in determining occupational therapy practice. Students develop/enhance skills to analyze political, legislative, legal, and ethical aspects of practice and broader public health issues. Examples of issues discussed include, reimbursement, workers' compensation, the Americans with Disabilities Act, IDEA, privacy & confidentiality, guardianship, malpractice issues, regulatory reform and advanced directives, among others. PREREQUISITE: None

OTR8500: Evidence-Based Practice and Occupation Practice (Residency II included)

This course expands students' knowledge of principles of evidence-based practice and policy, practice guidelines, and information utilization to promote evidence-based practice in clinical practice, education, research, and advocacy. Residency II -Students will have the opportunity to share their research interests/projects and analyze/critique each other's ideas/proposals, and reflect on their own learning to date within the context of occupational therapy practice, research, and education. PREREQUISITE: None

OTR8800: Writing for Publication

This course guides the doctoral student through the process of writing for publication. Students will begin with a rough draft they wish to develop into a manuscript to submit for publication. Each student will be assigned to a faculty who will mentor the learner through this process and work within a cluster of faculty and students to develop and review manuscripts. PREREQUISITE: None

OTR8900: Capstone Seminar (Residency III included)

This capstone course focuses on knowledge synthesis and application and not on instruction. In this capstone course, students synthesize what they have learned throughout the program, reflect on that knowledge, and apply it to a scholarly project. Students will complete their capstone project under the supervision of their capstone committee. PREREQUISITE: None

Residency III- Students will have the opportunity to share the outcomes of their capstone projects, lessons learned, and directions for future clinical research and scholarship to advance the profession. A key component of this last residency is the opportunity for students to discuss and reflect on their experiences in the program and new insights and perspectives they have gained, and provide input for program evaluation and improvement.

PUBLIC HEALTH

PCH1030: 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. PREREQUISITE: None

PCH2030: 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.

PREREQUISITE: None

PCH2040: 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: None

PCH3031: 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: PCH1030

PCH3066: 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. PREREQUISITES: PCH1030, PCH2040

PCH3200: Disparities in Health (3)

The course will be situated within the historical context of the United States, including the social, political, economic, cultural, legal and ethical theories related to health disparities. Several frameworks regarding health disparities will be used for investigating and discussing the empirical evidence on disparities, research and outcome measurement issues, policy and policy formation concerns and intervention practices. Disparities will be discussed in terms of racial/ethnic differences in health and health outcomes as well as disparities among other subgroups (e. g., the poor, women, uninsured, disabled and non-English speaking populations) will also be included and discussed. PREREQUISITE: PCH1030

PCH3250: Environmental Health (3)

The ecological position of human populations within the global ecosystem and impacts of natural environmental factors and pollutants on human health will be explored. Specifically, how the body reacts to environmental pollutants, physical, chemical and biological agents of environmental contamination, vectors for dissemination (air, water, soil), solid and hazardous waste, susceptible populations, biomarkers and risk analysis, the scientific basis for policy decisions and emerging global environmental health problems. PREREQUISITE: PCH1030

PCH3630: 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: None

PCH3632: 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. PREREQUISITES: PCH1030

PCH4430: 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. PREREQUISITES: PCH1030, PCH2030, PCH2040, PCH3630

PCH4899: 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. PREREQUISITES: PCH1030, PCH2030, PCH2040, PCH3630

PHILOSOPHY**PHI1000: 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: None

PHI1010: Theory of Knowledge (3)

This course challenges students to reflect critically on the diverse Ways of Knowing (perception, emotions, logic and language) and the Areas of Knowledge (mathematics, natural sciences, human sciences, history, the arts, ethics and politics). Participants will investigate how the Ways of Knowing are integral to comprehending the Areas of Knowledge. A central *Theory of Knowledge* question is: how do we gain knowledge of the world, and what are the advantages and disadvantages of each way in which we learn of the world and our place in it? The focus of class discussions is not concerned with the differentiation between "right" and "wrong" ideas, but on the quality of justification and a balanced approach to the knowledge claim in question. A typical discussion question for the nature of knowledge would be: what are the differences between information, data, belief, faith, opinion, knowledge and wisdom? Or, "In what sense can a machine be said to 'know' something?" Theory of Knowledge encourages students to question and to discuss complex ideas and problems in order to get closer to truth and understanding. PREREQUISITE: None

PHI1200: 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: PHI1000 suggested

PHI1400: 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: PHI1000 or PHI1200

PHI2010: World Religion (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. PREREQUISITE: None

PHI2030: Spirituality, Religion and Healing (3)

This course explores the context of the relationship that spirituality/religion may have on healing and considers the contemporary pioneers highlighting spirituality's role in healing. Students in this course will explore spirituality's concrete expression in a number of faith communities and their cultural understandings of disease, illness, healing, health and wellness. This course will offer insights to the support healing through attentiveness to the patients' interior life and encourages students to assimilate their own spirituality and/or religion for effective healing throughout their professional career. PREREQUISITE: None

PHYSICS**PHY1010: 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 PHY1011L to meet laboratory science requirements for general education. PREREQUISITE: None. Students must be concurrently enrolled in PHY1011L

PHY1011: Science for the 21st Century Laboratory (1)

Physics 1011 Lab consists of a series of two-hour 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. PHY1010 and PHY1011 together complete one 4-credit lab science general education requirement. PREREQUISITE: None

PHY1020: 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 the Earth's surface will be studied. Following will be a study of the 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 the Earth. Students must also enroll in PHY112L to meet laboratory science requirements for general education. PREREQUISITE: None. Students must be concurrently enrolled in PHY1021

PHY1021: Earth Science for the Liberal Arts Laboratory (1)

General, introductory earth science following a systems approach. Students will first learn what the building blocks of the Earth are and the processes they undergo. Then the features and processes that continuously reshape the Earth's surface will be studied. Following will be a study of the Earth's interior and the processes driven from within that bear upon its surface. We will then study the Earth's oceans, the atmosphere, weather and climate. Of particular importance will be the effects of the sun on the Earth. Students must also enroll in PHY1020 to meet laboratory science requirements for general education. PREREQUISITE: None

PHY1030: 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 PHY1011 to meet laboratory science requirements for general education. PREREQUISITE: None. Students must be concurrently enrolled in PHY1031

PHY1031: 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: None. Students must be concurrently enrolled in PHY1030

PHY1040: 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 the Earth are and the processes they undergo. Then students will study the features and processes that continuously reshape the Earth's surface. A study will follow of the Earth's interior and the processes driven from within that bear upon its surface. We will then study the Earth's oceans, the atmosphere, weather and climate. Of particular importance will be the effects of the sun on the Earth. PREREQUISITE: None

PHY1050: Astronomy for the Liberal Arts (3)

This is a general, introductory course in astronomy. Students study the physical properties and concepts concerning motion, gravitation, light and atoms. Students will explore the Earth-Moon system, the Solar System, the tools used by astronomers and the life cycles of stars and galaxies. The course emphasizes conceptual understanding. Students must also enroll in PHY115L to meet laboratory science requirements for general education. PREREQUISITE: None. Students must be concurrently enrolled in PHY1051

PHY1051: 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: None. Students must be concurrently enrolled in PHY1050

PHY1055: 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: None

PHY1200: 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: None

PHY1210: 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: None. Students must be concurrently enrolled in PHY1200

PHY1600: 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: MAT1840 with a grade of C or better

PHY1601: 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. CO-REQUISITE: PHY1600

PHY1602: General Physics I Review (0)

PHY1800: General Physics II (4)

This is a continuation of PHY1600 covering the fundamental principles of electricity, magnetism, light and modern physics. The course is taught without calculus. PREREQUISITE: PHY1600 with a grade of C or better

PHY1801: General Physics II Laboratory (1)

A continuation of PHY 1601. 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. CO-REQUISITES: PHY1800

PHY1802: General Physics II Review (0)

CO-REQUISITE: PHY1800

PHY2094: Directed Study (3)

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: Permission of the department chair

POLITICAL SCIENCE**POL1000: 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. PREREQUISITE: None

POL1400: Introduction 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: None

POL1500: Comparative Politics (3)

This course provides a comparative examination of governmental and political systems with the American system considered as point of comparison in some cases. The course will focus on one or two areas of the world, such as the Middle East or Europe. PREREQUISITE: POL1400

POL2400: State and Local Government (3)

This course focuses on the politics, institutions and policy processes of state and local governments. State and local governments provide essential services, such as education and policing and are considered the building blocks of democracy. In this course, comparisons will be made among states but much attention will be paid to the state of Massachusetts and city of Springfield. PREREQUISITE: POL1400

POL2410: 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: POL1500

POL2420: 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. PREREQUISITES: POL1400, any 1000- or 2000-level history course or permission of instructor

POL2450: 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: POL1400

POL2500: American International 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. PREREQUISITES: POL1400, any 1000- or 2000-level history course or permission of instructor

POL2510: Government and Politics in the Middle East (3)

The student will study political concepts, institutions and processes in the Middle Eastern political systems. PREREQUISITE: POL1500

POL2520: 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: POL1400

POL2610: 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: POL1500 FOR POLITICAL SCIENCE MAJORS

POL2620: Public Law (3)

This course is the study of the 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: POL1400

POL2630: Civil Liberties (3)

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: POL1400

POL3325: The First World War (3)

The First World War was arguably the most important event of the twentieth century. It had a profound impact on international relations, political ideas, the conduct of war, the global economy, Western society, culture and the arts. It altered the map of both Europe and the Middle East and set the stage for another world war as well as for decolonization. We are still living with many of its legacies today. This discussion-based course will begin by reviewing the nineteenth century international system and discuss the reasons why the war broke out in August 1914. It will then examine the course of the war on all its fronts including the home fronts of the belligerent countries, and arts and literature. Finally, it will consider the Paris Peace Settlement of 1919 and war's long term consequences, including its place in historical memory around the world. PREREQUISITE: Any 1000 or 2000 level History or Political Science course or permission of the instructor

POL3327: The Second World War (3)

The Second World War was the bloodiest conflict in recent history. It had a profound impact on our world. This discussion-based course will explore the international system in the 1920s and 1930s and the various factors that led to the outbreak of the conflict in Europe and Asia. It will then examine the course of the global war itself, including its impact on civilians. Finally, it will consider the consequences of the war and how it is remembered in various countries today. PREREQUISITES: Any 1000 or 2000 level History or Political Science course or permission of the instructor

POL3400: 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. PREREQUISITES: POL1400, ANY 1000 OR 2000 level course or permission of instructor

POL3401: 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. PREREQUISITES: Any 1000- or 2000-level history course or POL2410 or permission of instructor

POL3402: 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: POL1000 or POL2410

POL3410: 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: POL2410

POL3412: 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: POL2410

POL3413: The American Radical Tradition (3)

This course will examine the nature and significance of the American Radical Tradition from 1776 to the present. The radical movements to be examined will be selected from among the following: American Revolution; Abolitionism, Women's Rights and Suffrage; Populism; Labor Movement; Socialism and Communism; Civil Rights and Black Power; the New Left; Feminism; the Gay and Lesbian Movement; the Environmental Movement. PREREQUISITE: Any 1000 or 2000 level History course or POL 1400 or Permission of the instructor.

POL3420: 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: POL2410

POL3460: 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: POL2410

POL3500: 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. PREREQUISITES: Any 1000- or 2000- level history course or POL1400 or permission of the instructor

POL3642: 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: 9 credits in Political Science

POL3660: 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: 9 credits in Political Science or History course

POL3661: 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: 9 credits in Political Science or History course

POL3700: 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: 9 credits in History or Political Science course

POL4870: 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 coursework in political science. PREREQUISITES: POL1400, POL1500, an additional 9 credits in Political Science, Junior or Senior status

POL4889: Political Science Practicum (3)

An internship in a government office, social agency or research department is required. PREREQUISITE: Permission of instructor and the department chair

POL4894: Directed Study (3)

This is a series of independent readings to be conducted under the instructor's supervision. PREREQUISITES: Advanced standing and permission of department chair

POL4899: Internship-NY State Assembly (3)

During the spring semester students participate in a formal internship program at the New York State Assembly in Albany. The program includes completion of an academic course, a four-day orientation about the state legislative process and seminar discussions. Students work 30 hours per week for a member of the assembly doing legislative research, constituent relations and other administrative tasks. Students must be accepted into this program to participate. PREREQUISITES: Junior or Senior Status, POL1400

POL5204: Public Budgeting (3)

This course explores the 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 versus managerial budgeting approaches, as well as gain an understanding of the social impact of conflict and prioritizing inherent in public budget decision-making. PREREQUISITE: None

POL5214: 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: None

POL5224: Grant Writing - Development and Application (3)

Provides opportunities for understanding federal, state and foundation sources of public finance with an emphasis on proposal development, organizational development and change and grant writing. Lectures, small-group problem solving and a variety of speakers will be utilized to cover course material. PREREQUISITE: None

POL5744: 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: None

POL6999: 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 master 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: Students should have completed at least 75% of the MPA program or receive permission of the instructor

PSYCHOLOGY**PSY1401: 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: None

PSY1501: General Psychology II (3)

Continuation of PSY1401 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: PSY1401

PSY2302: 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: None

PSY2408: 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: PSY1401

PSY2410: 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: PSY1501

PSY2414: Psychology of Human Sexuality (3)

Human sexuality is examined from the biological, cultural and psychological perspectives. Topics include sexual anatomy, childbirth, contraception, abortion, sexual development, sexual attitudes, adult sexual behavior and alternative sexual lifestyles. PREREQUISITE: PSY1501

PSY2420: 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: PSY1501

PSY2450: 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: PSY1501 or permission of instructor

PSY2600: Foundations of Psychology (3)

This course provides an overview of the fundamental skills to study psychology. Students should develop a better understanding of how to succeed in the major and psychology-related professions. Recommended for sophomores. This meets the requirement as a writing intensive course in the major. PREREQUISITES: PSY1401, PSY1501

PSY2610: 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: PSY1501

PSY2617: 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: PSY1401

PSY2620: 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: PSY1501

PSY2820: Advanced Statistics (3)

This course is a continuation of PSY2302, 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: Students must earn a grade of C- or higher in PSY2302 or its equivalent

PSY2821: Advanced Statistics Laboratory (1)

An experiential lab to accompany PSY2820, this course emphasizes the entry, calculation and interpretation of statistical analyses using SPSS. Students will also learn and practice writing up statistical analyses in APA format. Exercises follow the statistical tests presented in PSY328. PREREQUISITE: Students must earn a grade of C- or higher in PSY2820 or its equivalent. CO-REQUISITE: PSY2820

PSY3000: 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: PSY1501

PSY3422: 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: PSY1401

PSY3600: 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: PSY1501

PSY3607: 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: PSY1501, recommended for juniors and seniors only

PSY3609: Social Influence (3)

This course will introduce students to social influence - from the theoretical origins in psychology to its applications in psychology, sociology, political science and business. The main goal of the course is to illuminate the social forces that impact people's daily lives - from choosing a brand of toothpaste to implementing organizational changes. By seeing how social influences operate in everyday situations, student can better understand why they feel and act as they do. Additionally, students will become more aware of attempts to influence them and will be more adept at influencing others. PREREQUISITE: PSY1501, recommended for juniors and seniors.

PSY3612: 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: PSY1501, Junior standing

PSY3615: 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. PREREQUISITES: PSY2600, PSY2820, PSY2821

PSY4245: Topics in Psychology (3)

The Topics in Psychology course addresses special topics not ordinarily covered in other departmental courses and often provides students with cutting-edge insights and experiences. Topics will vary each semester based on the expertise of the faculty member teaching the course. Students will be expected to read current research and literature on the selected topic, engage in class discussions of the reading and complete a course project. Course may be repeated twice if different topics, up to a total of 6 credits. PREREQUISITES: PSY102, recommended for juniors and seniors only

PSY4598: Teaching Assistantships in Psychology (3)

A number of advanced psychology majors are selected each semester by the psychology department to act as TA's (teaching assistants) in several undergraduate courses. The TA's 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: Junior or senior status and permission of the department chair

PSY4615: 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: PSY3615

PSY4698: Directed Study (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.

PREREQUISITES: Permission of chairperson of the department. COREQUISITE: PSY4694 if taken in the fall semester or PSY4794 if taken in the spring semester.

PSY4798: Directed Study (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: Permission of chairperson of the department. COREQUISITE: PSY4694 if taken in the fall semester or PSY4794 if taken in the spring semester.

PSY4830: 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. This meets the requirement as a writing intensive course in the major. PREREQUISITE: PSY3615

PSY4899: 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.

PREREQUISITES: Psychology majors and minors only, Junior or Senior status and a GPA of

2.0 or higher. COREQUISITE: PSY340 if taken in the fall semester or PSY341 if taken in the spring semester.

PSY5036: 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: Preparation in math.

PSY5205: Applied Research Methodology (3)

This course links statistical analysis and research methodology so 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 course will allow students to understand the nature of empirical research in developing education interventions and therapeutic strategies. PREREQUISITE: None

PSY5215: 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: None

PSY5225: 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: None

PSY5230: Principles and Practices of Guidance (3)

This introductory course is designed to acquaint the student with the basics of the need, primary focus, 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 application and placement will be emphasized. Current trends in the field, as well as general guidance issues, will be explored. Emphasis is placed on the understanding that the guidance counselor serves as part of a collaborative team with a strong focus on consultation. PREREQUISITE: None

PSY5240: Theoretical Basis for School Counseling Practice (3)

This course will provide students with a broad, integrated perspective on the discipline of psychology and its practice. Students will begin with an overview of the philosophical ideas

from which psychology developed. Major theoretical positions in psychology will be explored from an historical perspective moving to the present positions and focusing on current practice. These include Structuralism, Functionalism, Behaviorism, Gestalt, Psychoanalysis, Social Learning, Information Processing, Rational Emotive Therapy, and Cognitive models. Emphasis is placed on the educational and clinical implications of these basic positions. The neurological basis of learning and memory will also be considered. The student will develop an understanding of current trends in practice through a basic understanding of the theoretical foundations of psychology. PREREQUISITE: None

PSY5241: The Juvenile Justice System (3)

An in-depth look at the justice juvenile system from its historical origins to current practices. Special emphasis is placed on justice juvenile 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. Interagency linkage, consultation skills, and transition planning will also be covered in this course. PREREQUISITE: None

PSY5305: 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 addressed.

PREREQUISITE: None

PSY5315: 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: PSY 5215

PSY5316: Principles in Forensic Psychology (3)

This course will provide students with information about the various forensic activities in which psychologists and other related professionals currently participate. Activities may include competency evaluations, assessment of violent behavior and dangerousness, child abuse/neglect, treatment issues, court testimony, police psychology and consultation to judges, attorneys and other law enforcement personnel. Students will obtain information about the numerous roles of professionals in the field of forensic psychology and will develop the skills and knowledge base that will prepare them to continue with specialized training in this area. PREREQUISITE: None

PSY5318: 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: PSY5205

PSY5322: 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. PREREQUISITE: None

PSY5325: 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. The 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: None

PSY5338: 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: None

PSY5345: 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. The standards for differential diagnosis will be clarified. Conditions relating to dis-compensation, stress, anxiety, and defense mechanisms will be covered. PREREQUISITE: PSY 5415

PSY5350: 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. PREREQUISITE: None

PSY5355: 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: None

PSY5408: Pre-Internship Clinical Practicum (Two semesters) (3)

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 year's internship, when they actually work with clients. This course is normally undertaken in the second year of the program and after PSY5215. 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: PSY5215, Second year status

PSY5415: 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 regarding relative contributions of heredity and environment. The sociocultural and social economic factors that may contribute to a development outcome are also considered. PREREQUISITE: None

PSY5418: Theory & Practicum - Diagnostic Assessment II: Personality and Projectives (3)

A continuation of PSY5338. 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: PSY5538

PSY5430: 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: PSY5316

PSY5520: Psychology of Human Growth and 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 individual's at all developmental levels. PREREQUISITE: None

PSY5530: Social and 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. PREREQUISITE: None

PSY5540: 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. PREREQUISITE: None

PSY5550: Group Work and 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. Students 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. PREREQUISITE: None

PSY5560: 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. PREREQUISITE: None

PSY5610: 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. PREREQUISITE: None

PSY5620: 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. Students 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. Students 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. PREREQUISITE: None

PSY5630: 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. PREREQUISITE: None

PSY5640: Research Methods and 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. PREREQUISITE: None

PSY5710: 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. PREREQUISITE: None

PSY5720: Practicum in Counseling Psychology (1)

Optional as determined by state regulations. A pre-internship practice in application of counseling psychology principles and skills. Students 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 students. Students submit a practicum log and reflective essay to chronicle their growth and development and must receive satisfactory field evaluations. PREREQUISITE: None

PSY5738: 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. Students 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 will monitor the activity of the student 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 students. PREREQUISITE: None

PSY5838: Internship in Counseling Psychology II (3)

This is the second required semester of internship experience in counseling psychology. Students 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). PREREQUISITE: None

PSY5938: Internship in Counseling Psychology III (3)

This is the third semester of internship experience in counseling psychology which some students may need to complete their state licensure requirements. Students 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). PREREQUISITE: None

PSY6110: 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. PREREQUISITE: None

PSY6210: 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, the symptomologies of major psychiatric disorders and the use of the DSM-IV-TR in practice. In this course, students 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. Students will also explore psychologically healthy and deviant personality functioning within varied social and cultural contexts and ways in which stable characteristics are modified. PREREQUISITE: None

PSY6220: 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, students will research and explore specific issues in family dysfunction, including cultural and social phenomena, addictions and abuse, alternative family structures. Students 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.

PREREQUISITE: None

PSY6225: 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: None

PSY6230: 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, Autism/Asperger's syndrome, children with limited English proficiency, children from culturally diverse backgrounds and the gifted and talented. PREREQUISITE(S): PSY 5415

PSY6310: Psychopharmacology (3)

The study 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. PREREQUISITE: None

PSY6330: 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: None

PSY6410: 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. PREREQUISITE: None

PSY6505: Issues and Ethics in Psychology (3)

The purpose of this course is to acquaint the student with the major ethical issues in the practice of counseling psychology. The course will involve an intense analysis of the philosophical, technical and consultative issues contributing to the professional identity and function of the counselor or psychologist in a public school or clinical setting. Emphasis will be placed on the setting, the practical application of theory and the demands of particular academic and/or clinical settings. 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: None

PSY6510: 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. PREREQUISITE: None

PSY6515: 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: None

PSY6578: 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: By permission only

PSY6588: 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: By permission only

PSY6598: 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: By permission only

PSY6605: 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: PSY5345

PSY6610: 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. PREREQUISITE: None

PSY6615: 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: None

PSY6649: Field Based Research in School Guidance/School Adjustment (3)

This is an opportunity for students to apply the principles learned in their coursework to the practical application in the area of school counseling in order to improve student service. This is an action-based research project completed as part of a graduate degree. For those students who have decided not to pursue licensure, this research project may be completed in place of the advanced practicum. PREREQUISITE: None

PSY6678: Practicum in School Adjustment Counseling (3)

The practicum provides a culminating licensing experience for the student in a school setting, under the supervision of a certified school adjustment counselor and support of a college supervisor. The student is offered an opportunity to apply skills gained from coursework in the practice of school adjustment counseling. The supervising practitioner and college advisor help the student to develop appropriate goals, to effectively use interpersonal skills and to determine the areas to be further developed. A seminar class is a component of the practicum; it provides academic information, group supervision, and opportunity to share practical experiences. The practicum is 900 clock hours. PREREQUISITES: Completion of a minimum of 30 graduate credits, passage of Communication and Literacy MTEs, GPA of 3.0 and approval of school district and Program Director's approval of the practicum application.

PSY6684: 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: Permission of department chair

PSY6688: 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 coursework 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. PREREQUISITES: 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.

PSY6689: Advanced Practicum with Seminar (6)

The advanced practicum with Seminar provides a culminating licensing experience for the student in a school setting, under the supervision of a certified school guidance counselor and support of a college supervisor. The student is offered an opportunity to apply skills gained from coursework in the practice of school counseling. The supervising practitioner and college advisor help the student to develop appropriate goals, to effectively use interpersonal skills and to determine the areas to be further developed. A seminar class is a component of the practicum; it provides academic information, group supervision, and opportunity to share practical experiences. The practicum is 450 clock hours. PREREQUISITES: Completion of a minimum of 30 graduate credits, passage of Communication and Literacy MTEs, GPA of 3.0 and approval of school district and Program Director's approval of the practicum application.

PSY6710: 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. PREREQUISITE: None

PSY6809: Clinical Internship (Two Semesters) (3)

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 9 credits. PREREQUISITE: Permission of program director

PSY6810: 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. PREREQUISITE: None

PSY6819: 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, Licensed Mental Health Counselor LMHC or School Psychologist with assistance from a college supervisor. A seminar is a component of the Clinical Experience. The student has the opportunity to develop and apply skills gained during coursework to practice as a counselor. The advisor and mentor help the student develop appropriate goals, effectively use interpersonal skills, counseling skills, and consultation skills and to determine areas to be further developed. The student completes an action based research project during this 700-hour clinical experience. 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.

PREREQUISITES: Initial license in School Guidance Counseling, Permission from the Program Director.

PSY6820: 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. PREREQUISITE: None

PSY6829: 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, Licensed Guidance Counselor, Licensed Mental Health Counselor LMHC or School Psychologist with assistance from a college supervisor. A seminar is a component of the Clinical Experience. The student has the opportunity to develop and apply skills gained during coursework to practice as a counselor. The advisor, mentor and seminar instructor help the student develop appropriate goals, effectively use interpersonal skills, counseling skills, and consultation skills and to determine areas to be further developed. The student completes an action based research project during this 700-hour clinical experience. 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. PREREQUISITES: Initial license in School Guidance Counseling, Permission from the Program Director.

PSY6830: 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. PREREQUISITE: None

PSY6840: 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. PREREQUISITE: None

PSY6845: Advanced Counseling Theory and Practice II (3)

The purpose of this course is to continue to develop the psychological, behavioral and therapeutic skills needed 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, gender-related issues, and bullying. PREREQUISITE: PSY 5215 or PSY 6605

PSY6850: 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. Students 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, cognitive functioning, 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: PSY 6330

PSY6855: Group Testing (3)

This course focuses on developing an understanding the nature and function of group assessments. This includes, but is not limited to, such areas as achievement, aptitude, interest, and vocational skill. The nature and purpose of tests such as the Massachusetts Comprehensive Assessment System, SAT, GRE, ASVAB, etc. are 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: None

PSY6889: 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: Permission of department chair

PSY6899: 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.

PSY6990: Culminating Experience Continuation**PSY6991: Culminating Experience Continuation 2****PSY7210: 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. PREREQUISITE: None

PSY7220: 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. PREREQUISITE: None

PSY7230: 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. PREREQUISITE: None

PSY7240: Collaboration, Collegueship and Reflective Practice (3)

This course focuses on critical elements of sustaining individual and institutional health and wellness, as well as promoting optimal performance among individuals. Students will examine literature on the importance of building and maintaining collegial relationships, participating in

reflective practice in action and developing workplace activities that promote learning, sharing and collaborating among individuals. PREREQUISITE: None

PSY7241: 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. PREREQUISITE: None

PSY7315: 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. PREREQUISITE: None

PSY7320: 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. PREREQUISITE: None

PSY7325: 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. PREREQUISITE: None

PSY7326: 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. PREREQUISITE: None

PSY7330: Individuals and Groups in Organization (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. PREREQUISITE: None

PSY7350: 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. PREREQUISITE: None

PSY7410: 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. PREREQUISITE: None

PSY7415: 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. PREREQUISITE: None

PSY7420: Advanced Appraisal (Test and Measurements for Individual and Group) (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. PREREQUISITE: None

PSY7422: Interpersonal and Institutional Communications (3)

This course explores scholarly literature and research in the field of organizational behavior, focusing on key factors affecting successful communication, both between individuals and within the institution. This course helps students analyze styles and modes of communication in one-to-one, group and large-system settings. It offers an opportunity to deepen one's own understanding of his/her own communication style and skills, including verbal, non-verbal, perceptual and cross-cultural theory and research. PREREQUISITE: None

PSY7425: Principles of Psychological Assessment, Tests and 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. PREREQUISITE: None

PSY7430: Advanced Theory and Practice of Career and Lifestyle Development (3)

This course includes studies of career development theory and research and the application of these in 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. PREREQUISITE: None

PSY7435: 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. PREREQUISITE: None

PSY7440: 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. PREREQUISITE: None

PSY7465: 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. PREREQUISITE: None

PSY7510: 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. PREREQUISITE: None

PSY7520: 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. PREREQUISITE: None

PSY8001: 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. PREREQUISITE: None

PSY8005: Theory Orientation: Supervision with Specific Theoretical Direction (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. PREREQUISITE: None

PSY8006: 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. PREREQUISITE: None

PSY8009: 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. PREREQUISITE: None

PSY8012: 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. PREREQUISITE: None

PSY8016: Advanced Appraisal (Tests and Measurements for Individuals and Groups) (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. PREREQUISITE: None

PSY8020: 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 and leadership styles and practicalities of creating and leading groups. PREREQUISITE: None

PSY8024: Leadership and Politics in Organizations (3)

This course examines the creation and execution of power relationships, political engagements and communications in institutions and organizations. Leadership styles and strategies for effectively navigating the political landscape with organizations will be explored. Students will have the opportunity to identify, analyze and critique their own social styles and leadership skills as part of their studies. PREREQUISITE: None

PSY8031: Advanced Theory and Practice of Career and Lifestyle Development (3)

This course includes studies of career development theory and research and the application of these in 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. PREREQUISITE: None

PSY8208: Applied Fieldwork/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: None

PSY8209: 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. PREREQUISITE: None

PSY8218: 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 coursework 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. PREREQUISITES: Advanced standing and permission of the department chair

PSY8228: 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 coursework 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. PREREQUISITES: Advanced standing and permission of the department chair

PSY8340: 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: None

PSY8410: 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: None

PSY8418: 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. PREREQUISITE: None

PSY8420: 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: None

PSY8508: Pre-Doctoral Internship - School Psychology (Two semesters) (3)

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. PREREQUISITES: Advanced standing and permission of department chair

PSY8518: Pre-Doctoral Internship - Mental Health (Two semesters) (3)

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. PREREQUISITES: Advanced standing and permission of department chair

PSY8528: Pre-Doctoral Internship - School Psychology (Part I) (3)

The first semester of a two semester supervised experience in psychometric and assessment procedures in an approved public or private school setting that must be supervised by a licensed school psychologist. The internship may be selected after the student has completed 60 credit hours of doctoral work and involves a total of 1200 hours over two semesters. On campus meetings are also required as a key part of the supervision. Additional requirements may apply. PREREQUISITES: Advanced standing and permission of program director

PSY8529: Pre-Doctoral Internship - School Psychology (Part II) (3)

The second semester of a two semester supervised experience in psychometric and assessment procedures in an approved public or private school setting that must be supervised by a licensed school psychologist. The internship may be selected after the student has completed 60 credit hours of doctoral work and involves a total of 1200 hours over two semesters. On campus meetings are also required as a key part of the supervision. Additional requirements may apply. PREREQUISITES: Advanced standing and permission of program director, PSY 8528

PSY8538: Pre-Doctoral Internship – Non-Licensure (Part I) (3)

The first semester of a two semester supervised experience in human dynamics and human development issues in a chosen setting. Areas of interest can include special issues across the lifespan that effect optimal performance and potential of an individual or group. The experience includes an overarching sense of social justice and is supervised by a mentor in the field of study. The internship may be selected after the student has completed 60 credit hours of doctoral work and involves a total of 600 hours over two semesters. On-campus meetings are also required as a key part of the supervision. Additional requirements may apply. PREREQUISITES: Advanced standing and permission of program director

PSY8539: Pre-Doctoral Internship – Non-Licensure (Part II) (3)

The second semester of a two semesters supervised experience in human dynamics and human development issues in a chosen setting. Areas of interest can include special issues across the lifespan that effect optimal performance and potential of an individual or group. The experience

includes an overarching sense of social justice and is supervised by a mentor in the field of study. The internship may be selected after the student has completed 60 credit hours of doctoral work and involves a total of 600 hours over two semesters. On-campus meetings are also required as a key part of the supervision. Additional requirements may apply. PREREQUISITES: Advanced standing and permission of program director, PSY 8538

PSY8635: 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. PREREQUISITE: None

PSY8645: 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. PREREQUISITE: None

PSY8650: 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. PREREQUISITE: None

PSY8655: 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. PREREQUISITE: None

PSY8660: 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. PREREQUISITE: None

PSY8665: 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 one's life and practice, the study of positive emotion and life satisfaction, intervention/coaching

strategies that address specific life challenges for counselors and their clients. PREREQUISITE: None

PSY8670: 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.

PREREQUISITE: None

PSY8675: 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.

PREREQUISITE: None

PSY8680: 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. PREREQUISITE: None

PSY8685: Substance Abuse and 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. PREREQUISITE: None

PSY8690: 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. PREREQUISITE: None

PSY8695: 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. PREREQUISITE: None

PSY8700: 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. PREREQUISITE: None

PSY8705: 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. PREREQUISITE: None

PSY8710: 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. PREREQUISITE: None

PSY8715: 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. PREREQUISITE: None

PSY8720: 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. PREREQUISITE: None

PSY8725: 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. PREREQUISITE: None

PSY8730: 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. PREREQUISITE: None

PSY8735: Advanced Topics in Child and Adolescent Development (3)

This course focuses on theories and applications of child and adolescent development. Special emphasis is placed on understanding childhood and adolescent developmental processes from holistic perspectives integrating established theories of biological, cognitive, emotional/psychological, moral and psycho-social development. PREREQUISITE: None

PSY8740: Advanced Topics in Emotional Development (3)

This course focuses on developing one's understanding of child, adolescent and adult emotional development, especially within the context of established psychological and related developmental theories and models. Special emphasis is placed on understanding emotional

development and processes from holistic perspectives integrating established theories of biological, cognitive, emotional/psychological, moral and psycho-social development.

PREREQUISITE: None

PSY8745: 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, the symptomologies of major psychiatric disorders and use of the DSM-IV-TR in practice. PREREQUISITE: None

PSY8750: Advanced Topics in Family Therapy (3)

This course focuses on the history, theory and practice of family therapy with analysis and comparison of beliefs, therapeutic strategies and techniques of the most prominent approaches. It includes the study of differences between individual and systems approaches to helping families and the use of the genogram in family therapy, as well as the role and functions of a family therapist. PREREQUISITE: None

PSY8755: 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.

PREREQUISITE: None

PSY8760: Nutrition and Emotional Wellness Connections (3)

This course focuses on understanding the psychological processes underlying humans' development of eating behaviors and the adoption of both healthy and maladaptive cognitions and behaviors concerning food, eating and our bodies. Issues to be addressed include: food choice, the development of food preferences, motivation to eat, cultural influences on eating patterns, weight-regulation, body image, dieting behaviors, obesity, eating disorders and treatment of unhealthy and clinical eating problems. The psychology (not physiological processes) of eating will be emphasized and psychological problems associated with eating will be thoroughly discussed. Areas of examination include anorexia nervosa, bulimia nervosa, compulsive eating, obesity and weight preoccupation; discussion of cultural and nutritional factors, family issues and psychological consequences, as well as preventative and therapeutic interventions. Nutritional needs and food choices for optimal health of individuals across the lifespan and Interrelationship with wellness are also explored. PREREQUISITE: None

PSY8765: Psychology of Wellness Applications (3)

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. PREREQUISITE: None

PSY8770: 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. PREREQUISITE: None

PSY8775: Clinical Pharmacology: Considerations for Health and 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. PREREQUISITE: None

PSY8780: 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. PREREQUISITE: None

PSY8785: 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. PREREQUISITE: None

PSY8790: 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. PREREQUISITE: None

PSY8798: 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. PREREQUISITE: None

PSY9118: 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: None

PSY9210: 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: None

PSY9220: 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. PREREQUISITE: PSY5306 and PSY5205

PSY9989: Dissertation in Educational Psychology (3)

Limited to candidates for the Doctor of Educational Psychology degree who have successfully completed the comprehensive examination. PREREQUISITE(S): Completion of all course requirements.

PSY9990: Dissertation in Educational Psychology (Part II) (6)

The second semester of the dissertation process. Part II of the dissertation process includes the completion of the dissertation and passing the oral defense of the dissertation in accordance to the program manual and approval of the completed dissertation and oral defense by the dissertation committee and program director. Limited to candidates for the Doctor of Educational Psychology degree who have successfully completed the comprehensive examination. PREREQUISITE: Completion of all course requirements and permission of the program director, PSY 9989

PSY9991: Dissertation in Educational Psychology (Continuation) (3)

The continuance of any incomplete portion of the dissertation process. If necessary, students must continue to take dissertation continuance credits each semester until the dissertation is complete and oral defense is passed. Limited to candidates for the Doctor of Educational Psychology degree who have successfully completed the comprehensive examination.

PREREQUISITE: Completion of course requirements and permission of the program director, PSY 9989, PSY 9990

PHYSICAL THERAPY

PTR3201: Physical Therapy Orientation (1)

Physical Therapy Orientation is designed to educate the student about the history of physical therapy, financing and reimbursement in health care, the importance of effective communication and the role of the physical therapist, physical therapist assistant, occupational therapist, speech language pathologist and nurse in healthcare. Students will also be introduced to medical terminology and medical abbreviations to prepare the undergraduate student for the professional phase of the physical therapy program. PREREQUISITE: open to 3rd year Pre-PT students only

PTR7020: 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: Successful completion of all previous coursework.

PTR7021: Gross Anatomy I Laboratory (0)

This laboratory experience supplements PTR 7020 with human cadaver dissection, computer programs, audiovisual tapes, study of anatomical models and surface anatomy palpation. PREREQUISITE: Successful completion of all previous coursework.

PTR7120: 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. 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: Successful completion of all previous coursework.

PTR7121: Gross Anatomy II Laboratory (0)

This laboratory experience supplements PTR 7120 with human cadaver dissection, computer programs, audiovisual tapes, study of anatomical models and surface anatomy palpation. PREREQUISITE: Successful completion of all previous coursework.

PTR7131: Scientific Inquiry I (1)

Evidenced 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 for the doctor of physical therapy degree at AIC. Teaching methods

will include web-based instruction, case studies, small group discussions and lecture.
PREREQUISITE: Successful completion of all previous coursework.

PTR7133: Foundations of Clinical Medicine (1)

This course is the first in a series of clinical medicine courses designed to provide the physical therapy student with knowledge of human pathology of selected body systems including implications for patient management. Topics covered are inflammation, wound healing, immune responses, basic oncology, infectious diseases, liver diseases and specific diseases of the endocrine, gastrointestinal and genitourinary systems. This is a foundational course as it promotes an understanding of disease processes and it guides the student in application and analysis of medical pathology in patient care. It is taught concurrently with Fundamentals of Patient Management I and II. Teaching methods will include lecture, readings and discussions. This course prepares the student for their first clinical education experience, PTR7336.
PREREQUISITE: Successful completion of all previous coursework

PTR7142: Professional Foundations I (1)

This course will introduce students to professionalism in physical therapy including the Code of Ethics, Guide to Professional Conduct, Professional Behaviors, Standards of Practice, Core Values and the APTA's Vision 2020 Statement. Contemporary practice issues and patient rights will be discussed. PREREQUISITE: Successful completion of all previous coursework

PTR7145: 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. PREREQUISITE: Successful completion of all previous coursework

PTR7150: Fundamentals of Patient Management I (4)

This course provides a foundation for examination and diagnostic skills relevant to orthopedic, neurological, cardiopulmonary and integumentary pathologies. This course introduces the student to the Nagi model of disablement, the International Classification of Functioning, Disability and Health (ICF) 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. PREREQUISITE: Successful completion of all previous coursework

PTR7151: Fundamentals of Patient Management I Laboratory (0)

This laboratory experience supplements PTR 7150 with practice of examination technique, assessment tools, basic tests and measures and documentation. PREREQUISITE: Successful completion of all previous coursework

PTR7160: Fundamentals of Patient Management II (4)

This is one of two fundamental patient management 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, gait training, 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 a patient and provide interventions to those patients in the acute, sub-acute, rehabilitation and homecare settings. PREREQUISITE: Successful completion of all previous coursework

PTR7161: Fundamentals of Patient Management II Laboratory (0)

This laboratory experience supplements PTR 7160 with practice of patient handling techniques, gait training with assistive devices and application of therapeutic modalities. PREREQUISITE: Successful completion of all previous coursework

PTR7170: Fundamentals of Patient Management III

This is one of five courses in which the student will develop clinical skills. It is intended to serve as an introduction to the profession of physical therapy. The course will cover basic patient handling skills such as, positioning and transferring patients advancing to gait training components, wheelchair assessment and OSHA guidelines. This course is designed to prepare the student to critically analyze a patient and provide interventions to those patients in the acute, sub-acute, rehabilitation and homecare settings. PREREQUISITE: Successful completion of all previous coursework

PTR7210: 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. The course emphasizes a Cyriax-based examination scheme and also includes basic McKenzie principles for diagnosis of spinal disorders, gait and postural analysis. PREREQUISITE: Successful completion of all previous coursework

PTR7211: Musculoskeletal Patient Management I Laboratory (0)

This laboratory experience supplements PTR 7210 with practice of musculoskeletal examination techniques including those associated with diagnostic principles and gait and postural analysis. PREREQUISITE: Successful completion of all previous coursework

PTR7220: Musculoskeletal Patient Management II (4)

This course focuses on treatment intervention techniques such as therapeutic exercise, massage, extremity mobilization and spinal traction and prepares the student for the design, implementation and evaluation of treatment programs. This course is designed to prepare students to perform patient interventions specifically in the outpatient setting, but can also be adapted to the acute care, sub-acute, rehabilitation and home care setting. This course is integrated with Musculoskeletal I, Gross Anatomy II, Musculoskeletal Clinical Medicine and Kinesiology. PREREQUISITE: Successful completion of all previous coursework

PTR7221: Musculoskeletal Patient Management II Laboratory (0)

This laboratory experience supplements PTR 7220 with practice of musculoskeletal interventions including joint mobilization, traction, soft tissue mobilization and therapeutic exercise.

PREREQUISITE(S): Successful completion of all previous coursework

PTR7230: 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: Successful completion of all previous coursework

PTR7232: Musculoskeletal Clinical Medicine (3)

This is the second in a series of three 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: PTR 435, for basic orthopedic clinical terminology, runs concurrently with Musculoskeletal Patient Management II: PTR 446. Also included are special units on the management of hand problems and maternal adaptations to pregnancy.

PREREQUISITE: Successful completion of all previous coursework

PTR7240: Professional Foundations II (1)

This course is the second in a series of Professional Foundation courses. The emphasis will be placed on cultural diversity of patients and how the physical therapist must be sensitive to cultural differences and various perceptions of health, illness and rehabilitation. The course will also familiarize students to the expectations of clinical education experiences including the role of clinical faculty, professional behaviors and the Clinical Performance Instrument.

PREREQUISITE: Successful completion of all previous coursework

PTR7241: Scientific Inquiry II (3)

Facility with the application of statistical methods used in physical therapy and rehabilitation research is essential to implementing Evidence-based Practice (EBP) and improving patient care. Students will learn to analyze and interpret descriptive and inferential statistics. Emphasis will be placed on evaluation of diagnostic tests, the reliability of patient assessment, assessment of meaningful clinical change, identification of intervention responses and use of clinical prediction models. Readings, class discussion, in-class exercises and exams will focus on applying statistical analyses to specific aspects of patient care. PREREQUISITE: Successful completion of all previous coursework

PTR7242: 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: Successful completion of all previous coursework

PTR7336: Clinical Education I (12 Weeks) (7)

Clinical Education I is the first in the series of three clinical education experiences in which the student will have the opportunity to perform examinations and interventions in a clinical setting. The assignment will be 40 hours/week for a 12 week period beginning at the end of the first academic year. The experience is designed to permit progressive responsibility in patient examination and treatment. PREREQUISITE: Successful completion of all previous coursework

PTR7430: 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: Successful completion of all previous coursework

PTR7431: Scientific Inquiry III (3)

This research course will critically explore the issues involved in conducting and evaluating research in physical therapy. Concepts from Scientific Inquiry I will be reinforced while examining the nature, relevance and application of qualitative and quantitative research methods as they relate to assessment and intervention outcomes in the context of evidence-based practice. Students will learn the concepts, theories and tools necessary to formulate a research question. Emphasis will be placed on the strengths and weaknesses of different types of research design, validity and reliability of outcome measures, types and effects of research biases and review of clinical research literature. PREREQUISITE: Successful completion of all previous coursework

PTR7432: Introduction to Ergonomics (1)

This course introduces students to ergonomic principles and processes, governing bodies and the application of ergonomics in the home and work setting. 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: Successful completion of all previous coursework

PTR7433: 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. Emphasis is placed on pathology etiology, 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 intervention planning in Neuromuscular Patient Management II. PREREQUISITE: Successful completion of all previous coursework

PTR7450: 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 ICF and 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: Successful completion of all previous coursework

PTR7451: Neuromuscular Patient Management I Laboratory (0)

This laboratory experience supplements PTR 7450 with practice of neuromuscular examination techniques, patient observations and movement analysis. PREREQUISITE: Successful completion of all previous coursework

PTR7460: 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: Successful completion of all previous coursework

PTR7461: Gait, Orthotics and Prosthetics Laboratory (0)

This laboratory experience supplements PTR 7460 with gait observation and analysis and practice of lower extremity assessment. PREREQUISITE: Successful completion of all previous coursework

PTR7520: 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, implement, progress 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: Successful completion of all previous coursework.

PTR7521: Neuromuscular Patient Management II Laboratory (0)

This laboratory experience supplements PTR 7520 with practice of neuromuscular intervention techniques, patient observations and movement analysis. PREREQUISITE: Successful completion of all previous coursework

PTR7530: Principles of Teaching and Learning (2)

This course will examine the principles of teaching and learning across the lifespan. 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: Successful completion of all previous coursework

PTR7531: Pharmacology (1)

This course reviews pharmacology and its relevance to physical therapy practice. Basic mechanisms of drug action are described. Drug benefits and detrimental side effects are presented related to specific disorders. Selected medications and their impact on patient management are discussed. This course is taught concurrently with Neuromuscular and

Cardiopulmonary Patient Management and relevant sections are interactively supportive.
PREREQUISITE: Successful completion of all previous coursework

PTR7533: Integumentary Patient Management (2)

This course 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. It is a culminating integumentary course following introduction to wound care in Foundations of Clinical Medicine. Major topics include evidence based physical therapy management of integumentary dysfunction associated with burns, traumatic injury, infection, vascular disease, lymphedema and pressure/mechanical wounds. PREREQUISITE: Successful completion of all previous coursework

PTR7535: Cardiopulmonary Clinical Medicine (2)

This course is the fourth in a series of clinical medicine courses and provides an overview of pathological conditions affecting the cardiovascular and respiratory systems. Emphasis is placed on pathology, etiology, clinical signs and symptoms as well as implications for patient management. This information will establish a foundation for examination and treatment of patients with cardiopulmonary dysfunction. The student integrates this knowledge with Cardiopulmonary Patient Management which is taught concurrently. PREREQUISITE: Successful completion of all previous coursework

PTR7536: Clinical Education II (12 Weeks) (7)

Clinical Education II is the second in a series of three clinical education experiences in which the student will have the opportunity to perform examinations and interventions in the adult population across the practice patterns. The assignment will be 40 hours/week for a 12 week period beginning at the end of the second academic year. PREREQUISITE: Successful completion of all previous coursework

PTR7540: 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: Successful completion of all previous coursework

PTR7541: Health and Wellness (2)

This course investigates the components of health promotion and wellness programs presented with an emphasis on prevention and the promotion of health and wellness. Concepts and constructs of health and wellness in relation to individuals and populations will be reviewed and analyzed. Promotion of health, health of Americans (Healthy People 2020) and world health (World Health Organization, WHO) are discussed. Students examine and apply theories and models relevant to changing health behavior. PREREQUISITE: Successful completion of all previous coursework

PTR7542: 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 evidence-based

interventions. Students will examine the normal function of the cardiopulmonary system across the life span as the basis for pathogenesis and the application of physical therapy management. PREREQUISITE: Successful completion of all previous coursework

PTR7543: Cardiopulmonary Patient Management Laboratory (0)

This laboratory experience supplements PTR 7542 with practice of cardiopulmonary tests and measures, intervention techniques and use of the simulation models. PREREQUISITE: Successful completion of all previous coursework. CO-REQUISITE: PTR7542

PTR7630: Scientific Inquiry IV (1)

Scientific Inquiry IV is one of the culminating courses in the scientific inquiry sequence. Students participate in faculty supervised independent study with the ultimate goal of completion of a capstone project in the form of a clinical case report. Students will identify and research a clinical case that has not already been reported in scientific literature. Student will submit the first draft of their manuscript in order to progress to Scientific Inquiry V. PREREQUISITE: Successful completion of all previous coursework

PTR7631: 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 education experience. PREREQUISITE: Successful completion of all previous coursework

PTR7633: Health Policy and Administration (3)

This course focuses on leadership theory and principles, organizational processes, policy formation, political aspects of the Affordable Healthcare Act and various components of private practice. Upon completion of this course, students will be prepared to incorporate the values of transformational leadership into their personal leadership plan, understand the progression of starting their own practice and navigate the contemporary healthcare environment. A current research-based approach will be used to explore leadership, healthcare innovation and political influences in order to create models that may expand the profession of physical therapy. PREREQUISITE: Successful completion of all previous coursework

PTR7641: Complex Patient: Integrative Seminar (2)

The Complex Patient seminar integrates both clinical and basic science knowledge and skills acquired throughout the curriculum by analyzing patients with multiple diagnoses and movement dysfunction. 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 Therapist Practice. The format of this course will include a variety of learning experiences including presentations by expert clinicians, small group discussions, patient based experiences, video demonstrations and written assignments. PREREQUISITE: Successful completion of all previous coursework

PTR7650: Pediatric Patient Management (4)

This course integrates 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 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. PREREQUISITE: Successful completion of all previous coursework

PTR7651: Pediatric Patient Management Laboratory (0)

This laboratory experience supplements PTR 7650 with observation of pediatric patients, pediatric handling techniques and intervention strategies. PREREQUISITE: Successful completion of all previous coursework

PTR7660: 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, 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. PREREQUISITE: Successful completion of all previous coursework

PTR7661: Musculoskeletal Patient Management III Laboratory (0)

This laboratory experience supplements PTR 7660 with practice of musculoskeletal examination and intervention techniques specific to the spine and temporomandibular joint. PREREQUISITE: Successful completion of all previous coursework

PTR7730: Scientific Inquiry V (1)

Scientific Inquiry V is the culminating course in the scientific inquiry sequence. Students participate in faculty supervised independent study with the goal of completion and dissemination of a capstone project in the form of a clinical case report. Students identify, research and document a clinical case that has not already been reported in scientific literature. Students submit a manuscript, create a poster, prepare and present a platform presentation and disseminate their capstone projects with the college and local community. PREREQUISITE: Successful completion of all previous coursework

PTR7736: Clinical Education III (12 Weeks) (10)

Clinical Education III is the culminating clinical education experience. The assignment will be 40 hours/week for a 12 week period. The student will demonstrate entry level skills and

knowledge necessary to enter into the professional practice of physical therapy upon completion of this course. PREREQUISITE: Successful completion of all previous coursework

SPEECH LANGUAGE PATHOLOGY

SLP1010: Human Communication and Disorders (3)

This course provides an introduction to the field of communication sciences and disorders including language, speech and hearing. Normal development and basic anatomy relevant to each of these areas will be discussed along with an overview of disorders of speech, language and hearing. Additional topics related to scope and practice of the profession, assessment overview, therapy overview, augmentative/alternative communication, sign language, etc. will be discussed. PREREQUISITE: NONE

SLP1050: Multicultural Issues in Language (3)

This course provides an introduction to culture and awareness of the diversity among cultures within our own society. Definitions of race, culture and ethnicity are discussed as well as the various cultures found within the United States. The history of immigration and the impact on the United States will be explored. In addition, communication and basic language development between English and non-English speaking cultures will be addressed. PREREQUISITE: NONE

SLP2010: Normal Speech and Language Development (3)

This course focuses on the acquisition of speech and language in children and the continued development of language over the life span and will include the biological basis of language, models of language development and the structure of language systems. PREREQUISITE: PSY2450

SLP3010: Speech-Language Disorders in the Educational Setting (3)

Study of the implications of a broad range of speech and language disorders on learning and academic performance which will include language processes that are related to literacy acquisition. Assessment and service delivery models in the educational setting will also be addressed. PREREQUISITE: None

SLP3050: Clinical Methods (3)

This course presents an introduction to clinical issues in providing services to persons with communication impairments. Case management, documentation, assessment and therapy principles as well as professional responsibilities and ethics are addressed. PREREQUISITE: None

SLP3099: Practicum (3)

This practicum allows the student to apply concepts and theories learned in previous classes via observation of assessment and therapy sessions in a variety of educational and clinical settings. Where permissible and practical, students will have the ability to participate in supervised speech, language and hearing interventions. PREREQUISITE: All courses in SLP sequence

SOCIOLOGY

SOC1010: 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: None

SOC1100: 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: None

SOC1400: 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: SOC1100

SOC1610: Complex Organization (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: SOC1100

SOC2400: 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. PREREQUISITES: SOC1100, SOC1400

SOC2410: 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. PREREQUISITES: SOC1100, SOC1400

SOC2420: 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: SOC1100, SOC1400

SOC2430: 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: SOC1100, SOC1400

SOC2600: 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: SOC1100, SOC1400

SOC2621: 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. PREREQUISITES: SOC1100, SOC1400

SOC2631: 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. PREREQUISITES: SOC1100, SOC1400, sophomore standing

SOC2643: Sociology of Organizations and Occupations (3)

This course examines the development and functioning of bureaucratic organization 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.

PREREQUISITES: SOC1100, SOC1400

SOC2650: 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. PREREQUISITES: SOC1100, SOC1400

SOC2800: 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. PREREQUISITES: SOC1100, SOC1400, sophomore standing

SOC3243: 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. PREREQUISITES: SOC1100, SOC1400, junior standing or by permission of the instructor

SOC3430: 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. PREREQUISITES: SOC1100, SOC1400 , junior standing or by permission of the instructor

SOC3440: 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. PREREQUISITES: SOC1100, SOC1400, junior standing or by permission of the instructor

SOC3630: 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. PREREQUISITES: SOC1100, SOC1400, junior standing or by permission of the instructor

SOC4894: Directed Study (3)

Selected topics, chosen in accordance with the student's interests and background, are analyzed in depth. PREREQUISITES: Sociology major or minor, junior standing or by permission of the instructor and approval of the department chair

SOC4899: Internship in Sociology (3)

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. Coursework includes related readings, maintaining a journal and a final paper summarizing the internship experience. Credits awarded will be determined by instructor and department chair. PREREQUISITES: Sociology major or minor, junior standing or by permission of the instructor and approval of the department chair

SPANISH

SPA1100: Spanish for Health Professionals (3)

This course provides students with a basic knowledge of the terms and expressions used in the field of health care. PREREQUISITE: None

SPA1201: Elementary Spanish and Culture I (3)

This is a basic course for students who have had little or no experience with the Spanish language. The course includes drills 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: None

SPA1202: Elementary Spanish and Culture II (3)

This course is a continuation of SPA1201. PREREQUISITE: SPA1201 or permission of the instructor

SPA2211: 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. PREREQUISITE: SPA1202 or permission of instructor

SPA2212: Intermediate Spanish II (3)

This course is a continuation of SPA2211. PREREQUISITE: SPA2211 or permission of instructor

SPORTS AND RECREATION MANAGEMENT**SRM1600: 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: MGT1400

SRM2600: Event and 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: SRM1600

SRM2800: Programming 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: SRM1600

SRM2801: 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: SRM1600

SRM2850: Communication in Sport (3)

This course will provide the student with an understanding of the sports communications industry. This course will cover the history and evolution of sports 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 this sport communication and media industry. This course builds on and enhances skills learned in the introduction to Sports Management course and serves to compliment topics introduced in other courses such as Sports Law, Sports Economics and Facility Management. Note: Communication does offer a course in sports writing (COM3410), but it does not capture any of the other areas of sport communication, which are far more significant in today's sports industry. Additionally, COM3410 does not address any aspects of available careers or the evolution of communications. PREREQUISITE: SRM1600

SRM3203: 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: Junior/Senior status

SRM3210: 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. Focuses on marketing sports as a commercial proposition and on relating sports 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: MKT1450

SRM3211: 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: Junior/Senior status

SRM3212: 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: Junior or Senior status

SRM3401: Sport Finance and Economics (3)

Examines the application of financial methods and economic analysis to the sport enterprise. Focus is 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: ECO1401 and/or ECO1402, at least Sophomore status

SRM4090: 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: Junior or Senior status

SRM4899: Sports and Recreation Management Practicum (3)

Internship in sports and recreation management. PREREQUISITE: Junior or Senior status, a student in the Sports and Recreation Management major or minor

SOCIAL WORK

SWK2401: 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.
PREREQUISITES: SOC1100, 6 hours of psychology or permission of instructor

SWK3201: 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. PREREQUISITES: SWK2401, SOC1100, 6 hours of psychology or permission of the instructor

SWK3460: 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.
PREREQUISITES: SOC1100, SWK2401, SWK3201, junior standing or permission of instructor

SWK4899: Internships in Social Work (3)

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. Coursework includes related readings, maintaining a journal and a final paper summarizing the internship experience. Credits awarded will be determined by

instructor and department chair. PREREQUISITES: SOC1100, SWK2401, SWK3201, Junior standing, or permission of the instructor and department chair

THEATER

THR1400: 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 semester 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: None

THR1420: 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 semester 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: None

THR1430: Theater Workshop I (1)

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 semester. Students can take this course for 1, 2, or 3 credits depending on their credit load that semester. 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: None

THR2420: 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 and transformative tools for character development. In this course we will study the varied styles of acting including but not limited to, Kabuki, Commedia, Poetic Realism, Realism, Absurdist etc. We will dive into world theater styles and 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 the relevance or lack of relevance and how an actor can adapt to changing styles of performance. One major project will be assigned at the end of the semester and will culminate with the performance of a monologue or scene from one of the plays we have read in class in one of the styles studied in the course. The performance will be accompanied by a written explanation of the student process in developing the performance and a self-evaluation of their work. PREREQUISITES: THR1420, Sophomore standing

THR2430: Theater Workshop II (1)

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, assistant 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 semester. Students can take this course for 1, 2, or 3 credits depending on their credit load that semester. 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 3 credits. PREREQUISITE: THR1430

THR2500: Scene Study (3)

This course is the study of scene development and text analysis for the actor. Students read six plays over the course of the semester 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. PREREQUISITES: THR1420, Sophomore standing

THR2600: 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: THR1420

THR2610: Costume Design (4)

In this course, comprised of both lecture and laboratory, students will learn the fundamentals of costume, hair and makeup 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: THR1430

THR2611: Costume Design Laboratory (0)

THR2620: 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 semester. In conjunction with students in the theater workshop courses Play Production students will lead the development of spectacle for the play. PREREQUISITES: THR1400, THR1402, THR1430

THR2621: Play Production Laboratory (0)

THR3200: 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: THR1420

THR3210: 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. PREREQUISITES: ENG1201, THR1400

THR3430: Theater Workshop III (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: THR2430 or permission of the instructor

THR3610: 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: ENG1202

THR3820: Dramaturgy (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. PREREQUISITES: Junior or Senior status and permission of the instructor

THR3830: Stage Management (3)

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. PREREQUISITES: Junior or Senior status and permission of the instructor

THR4610: 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. PREREQUISITES: ENG1202, THR1400

THR4810: 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. PREREQUISITES: THR2420, THR2500, THR2430, Senior standing

THR4899: Theater Arts Internship (3)

One of the assets of the theater program is our close relationship with area arts organizations and professional theaters that provide internship opportunities to our students. These internships will be production based and will include work in the following areas: acting, directing, stage management, costume, light, sound and set design, theater administration and casting. Theater arts majors will be required to take 6 credits of professional learning experience in theater. Students will take this course one as a junior and once as a senior. Students will document their professional learning experience through daily journals and three written self-evaluations. This course can only be taken with the pre-permission of the department chair and approval of the dean of the School of Arts and Sciences. PREREQUISITE: Senior status

VISUAL AND DIGITAL ARTS

VDA1800: The Vital Basics: Drawing, Painting and Sculpture (3)

Students will learn the principles and elements of art through various media, such as drawing, painting and sculpture. They will learn techniques and processes to capably and inventively translate ideas into form. Students will also employ the stages of the artistic process to develop creative problem solving skills. A vocabulary for participating in critiques will be introduced. Topics include: color, form, space, line, pattern, rhythm, balance, perspective and abstraction. PREREQUISITE: None

VDA2000: Business Know-How for the Entrepreneur (3)

For individuals who may spend part of their careers doing freelance work, starting a business or other entrepreneurial ventures, this course lays out the fundamentals of working on your own. Principles of sole proprietorship accounting will be covered, including units on taxes, profit/loss

statements, contracts, negotiating and inventory management. Effective traditional and social media marketing practices are covered as well. The importance of networking, both new school and old school, is emphasized, along with no-cost/low cost guerilla marketing techniques.

PREREQUISITE: None

VDA2210: 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: None

VDA2300: The Art of Advertising (3)

The course examines the vital role of art in advertising. Students will undertake a multidisciplinary study, approaching the topic through the lenses of history, psychology, art and culture. Combined with studying these general categories, students will create profiles of notable individuals who have put the "art" in advertising. PREREQUISITE: None

VDA2613: Graphic Design 1 (3)

In this introductory class, students will learn graphic design production skills. A focus will be on developing proficiency with the industry standard software tools of InDesign, Illustrator and Photoshop. Students will learn the fundamentals of designing communication materials, including: how to effectively convey a message whether with typography, images or symbols. Logo design and branding will be covered. Students will create communications pieces that benefit the AIC community. PREREQUISITE: COM1410

VDA2620: Animation (3)

Students will be introduced to the history and foundations of animation, both 2D and 3D. Using traditional materials in conjunction with digital technologies, students will create web-ready animation projects. PREREQUISITE: COM1410

VDA2640: Cultivating Creativity

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: None

VDA2860: Video Game Design (3)

If you like playing video games or are intrigued by their widespread popularity, this course is for you! The course covers the basics of video game design. Once students learn the fundamental building blocks they will create their own games. PREREQUISITE: COM1410

VDA3601: Art and Culture: A Global Look (3)

Across the globe and throughout time, humans have shared a common interest in creating art. By studying the art, past and present, from a variety of cultures, students will develop a multicultural perspective as they answer such questions as: What is the role of art? What is beauty? Why do I value the images that I value? What is the value of art? What is culture? What are my biases? This is a study-and-create class, as students will produce art projects inspired by art from the cultures they study. The course combines research, museum visits and hands-on art creation. PREREQUISITE: VDA2640

VDA3613: Graphic Design 2 (3)

This class builds on and adds to the concepts introduced in Graphic Design 1. Dreamweaver software will be introduced so students can create projects for the Internet. Students will create mock projects for fictional clients to gain understanding how communications materials affect consumers. Students will also create communications pieces that benefit the community surrounding AIC. PREREQUISITE: VDA2613

VDA3681: Visual and Digital Arts Laboratory (1)

Students will deepen their artistic and creative work by intensive project work. Student explorations will take many forms, whether developing a personal artistic vision, creating projects that benefit the AIC community or bringing art to the local community. PREREQUISITE: Permission of the instructor

VDA4695: Capstone Experience in Visual and Digital Arts (3)

In this course, Visual and Digital Arts Majors spend time working on projects that tailor their portfolios toward career paths that come into sharper focus as they approach graduation. The semester culminates with a gallery exhibition. PREREQUISITE: Senior status only

VDA4899: Internship in Visual and Digital Arts (3)

This course is a supervised work experience for visual and digital arts students. Students have the opportunity to relate concepts and use skills acquired through coursework to practical applications in a professional setting. PREREQUISITES: Senior status only and the approval of the department chair

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4+1 Program

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Assistant Director of Freshman Admissions

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Athletic Director

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Director of Athletic Communications

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Associate Athletic Director-Internal Operations

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Assistant Athletic Director for Compliance, Senior Woman Administrator

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Assistant Athletic Director - Facilities and Operations

Bookstore

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Bookstore Manager
Follett Higher Education Group

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April Kearse, EdD
Interim Dean for Academic Success
Associate Dean for Undergraduate Advising

Julie Bodnar, MA
Director of the Writing Center

Samantha Gralia, MEd
Senior Undergraduate Academic Advisor

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Director of the Tutoring Program

Terrence O'Neill, MA
Director of the ACE Program/Student Support Services/Trio Program

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Director of Developmental Education

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Disability Services Coordinator

Pamela Williams, PhD
Assistant Director of Developmental Education

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Director of Engagement, Leadership, and International Student Life

To Be Announced
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Barbara Donahue, FNP
Family Nurse Practitioner

Rose Andrejczyk, PsyD
Director of Counseling Services

Fr. John P. McDonagh
Coordinator of Campus Outreach, Diocese of Springfield

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To Be Announced
Associate Vice President for Auxiliary Services

Finance

Mark R. Berman, JD, MBA

Executive Vice President for Administration

Thomas E. Dybick, CPA
Vice President for Finance

Pamela Ciminera, MSAT
Associate Vice President for Budget and Planning

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Controller

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Bursar

Financial Aid

Sage Stachowiak, BS
Director of Financial Aid

Nila Lenna, BA
Associate Director of Graduate Financial Aid

Lynn McGrady, BA
Assistant Director of Financial Aid

Richard J. O'Connor, MBA, MA
Associate Director of Undergraduate Financial Aid

Food Service

Geoffrey Searl
Food Service Director

Human Resources

Nicolle Cestero, MA, PHR, SHRM-CP
Vice President for Human Resources

Information Services

Mimi Royston, MBA
Chief Information Officer

To Be Announced
Manager of Academic Computing

Julez Clarke

Sr. Network and Systems Administrator

William Dean, III
Manager of Support Services and Help Desk

Kelly O'Donnell, MScIT
IT Project Manager

Carl Prairie, AA
Director of Telecommunication Services

John Scott
Manager of Administrative Systems

Institutional Advancement

To Be Announced
Vice President for Institutional Advancement

Heather A. Cahill, MS
Associate Vice President for Institutional Advancement

Marian Kent, JD
Director of Grants

International Students

Zachary Beaver, MEd
Director of Student Engagement and Leadership Development
International Student Advising

Learning Services

To Be Announced
Director of Learning Services

Kelly D'Angelo, NCSP, LPC
Administrator of Diagnostic Services

Marianne Merritt, MEd
Assistant Director Supportive Learning Services

Joanne Warren
Administrator of Tutorial Services

Library

Estelle H. Spencer, MLIS
Director of Library Services

Marketing and Public Relations

Robert D. Cole, MA
Interim Director of Marketing and Communications

Candace Lash, BA
Senior Public Relations Specialist

Office of the Dean of Students

Brian J. O'Shaughnessy, MEd, CAGS
Associate Vice President for Student Affairs and Dean of Students

Matthew Scott, MEd
Associate Dean for Residence Life and Conduct/Deputy Title IX Coordinator

Kimberly Beebe, MS
Associate Dean for Retention and Student Success

Registrar

Paul Kleschick, MBA, MEd
Registrar

Residence Life and Housing

Alexander Cross, MEd
Assistant Director for Residence Education

Andrea Lafleche, MS
Assistant Director for Housing Operations

Saremi Center for Career Development

JA Marshall, MEd
Director of Career Development

Security

David C. Kuzmeski, MS, JD
Chief of Police

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 and Chair 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

Kate Barlow (2015)
Assistant Professor & Fieldwork Coordinator, Occupational Therapy
BS Occupational Therapy, Boston University, 1997
MS Occupational Therapy, Virginia Commonwealth University, 2015
OTD, Occupational Therapy, Virginia Commonwealth University, 2015

Frederic Bartmon (2014)
Assistant Professor of Criminal Justice
BA, Mathematics, State University of New York at Binghamton, 1978
JD, National Law Center, George Washington University, 1981

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 Connecticut State University, 1990
PhD, Educational Psychology, University of Connecticut, 2001

Frank Borrelli (2012)

Assistant Professor of Theater Arts and Director of Theater
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 of California, 1990
PhD, Biochemistry and Molecular Biology, University of California, 2000

Adam P. Brunet (2008)

Associate Professor of Chemistry and Chair 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 and 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

Edward Costa (2014)

Assistant Professor and Program Director for Early Childhood and Elementary Education

BME, Music Education, University of Oklahoma, 1981

MEd, Secondary School Administration, University of Oklahoma, 1985

EdD, Administration, Curriculum and Supervision, University of Oklahoma, 1993

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

BA, Psychology, University of New Haven, 1976

MS, Psychology, Southern Connecticut State University, 1979

PhD, Psychology, University of Pittsburgh, 1984

Dina Ditmar (2013)

Assistant Professor of Nursing and 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

Michelle Favolise (2015)

Assistant Professor of Physical Therapy

BS, Physical Therapy, Northeastern University, 1993

DPT, Physical Therapy, Simmons College, 2006

Suzanne Franzoni-Kleman (2013)

Assistant Professor of Nursing

BSN, Nursing, Catholic University of America, 1996

MSN, Nursing, American International College, 2009

Ellen Furman (2012)

Assistant Professor of Nursing and Associate Director of Graduate Nursing

BSN, Nursing, University of Massachusetts Amherst, 2003

MSN, Nursing, University of Massachusetts Amherst, 2006

PhD, Nursing, University of Massachusetts Amherst, 2011

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

Clayton L. Hillyer (1993)

Associate Professor of Marketing

BA, English, Wesleyan University, 1979

MBA, Marketing, University of Lowell, 1984

Frederick Hooven (2013)

Associate Professor and Program Director of Public Health

BA, History, Connecticut College, 1982

MMHS, Human Services, Brandeis University, 1984

PhD, Epidemiology, University of Massachusetts, 2005

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

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

DPT, Physical Therapy, Simmons College, 2007

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
DPT, Physical Therapy, AT Still University, 2012

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
EdD, Teaching and Learning, American International College, 2012

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 Communication and Chair of Communication
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

Melissa MacDonald (2014)
Assistant Professor of Sociology
BA, Women and Gender Studies, Smith College, 2007
MA, Sociology, University of California Santa Barbara, 2011
PhD, Sociology, University of California Santa Barbara, 2015

Margaret R. MacKinnon (1998)
Associate Professor of Nursing
BSN, Nursing, St. Francis Xavier University, 1969
MEd, Teacher Education, Springfield College, 1986

Thomas Maulucci (2006)
Associate Professor and Chair of History; Chair of the International Studies Program; Director of the Honors 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

Patricia Meyers (2013)
Assistant Professor of Occupational Therapy
BS, Occupational Therapy, Boston University, 1986
OTD, Occupational Therapy, Rocky Mountain University of Health Professions, 2012

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

Althea Michel (2016)
Assistant Professor of Nursing
BSN, Nursing, Our Lady of the Elms College, 1983
MS, Nursing, Elms College, 2012

Said Nafai (2015)

Assistant Professor of Occupational Therapy

BS, Occupational Science, Salem State University, 2005

MS, Occupational Therapy, Salem State University, 2011

OTD, Occupational Therapy, Boston University, 2015

Christina Nieves (2015)

Assistant Professor of Nursing & Coordinator, Family Nurse Practitioner Program

BSN, Nursing, University of Massachusetts, 1994

MSN, Family Nurse Practitioner Program, University of Massachusetts, 1998

John Nordell (2014)

Assistant Professor of Communication

BA, International Relations, Stanford University, 1983

MEd, Arts Education, Fitchburg State University, 2012

Heidi O'Connor (2008)

Associate 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)

Associate Professor of English and Chair 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

Poole, Robyn (2016)

Director of Business Programs
BS, Economics, Texas A&M University, 1979
MS, Systems Management, 1986
PhD, Production Operations Management, University of North Texas, 1997

Lina Racicot (2014)
Assistant Professor of Graduate Psychology and Director of Graduate Psychology
BA, Psychology, Westfield State College, 1999
EdD, Education and Child, Family and School Studies Program, University of Massachusetts, 2004

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 Professor, Division of Nursing
BSN, Nursing, Our Lady of the Elms College, 1983
MSN, Nursing, University of Massachusetts, 1990
PhD, Duquesne University, 2015

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

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

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

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 (1997)

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

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)

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

BS, Chemistry, Siena College, 1988

MS, Chemistry, University of Massachusetts, 1991

PhD, Chemistry, University of Massachusetts, 1997

Carolyn Szafranski (2011)

Assistant Professor of Nursing

BSN, Nursing, University of Massachusetts, 1973

MSN, Nursing, University of Hartford, 2008

Mary Tarbell (2014)

Assistant Professor of Nursing

BSN, Nursing, American International College, 1978

MSN, Family Health Nursing, St. Joseph College, 1994

Carin Tripodina (2013)

Assistant Professor of Nursing
BS, Nursing, Saint Joseph College, 2000
MSN, Nursing, University of Connecticut, 2006
EdD, Educational Leadership, University of Hartford, 2013

Julie A. Walsh (2004)
Associate Professor and Chair of Political Science
BS, Business Administration, Stonehill College, 1985
MA, Political Science, University of Connecticut, 1990
PhD, Political Science, University of Connecticut, 1995

Sarah Waters (2013)
Assistant Professor of Occupational Therapy
BS, Occupational Science, American International College, 2007
MSOT, Occupational Therapy, American International College, 2008

Linette Wilson (2013)
Assistant Professor of Nursing
BSN, Nursing, Washburn University, 1992
MSN, Nursing, Case Western Reserve University, 2000

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

Faculty Emeriti

H. David Ahlberg
Professor of Biology, Emeritus

Salvatore Anzalotti
Professor of Accounting, Emeritus

Marquela Arenas
Professor of Modern Languages, Emerita

Roland Aubin
Associate Professor of Management, Emeritus

Henry Barton
Professor of English, Emeritus

Henry Benjamin
Associate Professor of Biology, Emeritus

Brian Cleary
Associate Professor of Education, Emeritus

Barbara Dautrich
Professor of Education, Emerita

Paul C. Desmarais
Professor of Mathematics, Emeritus

Alan Dickinson
Professor of Chemistry, Emeritus

Olindo Dragone
Professor of Modern Languages, Emeritus

Thomas F. Fitzgerald
Associate Professor of Criminal Justice, Emeritus

Austin Flint
Professor of Psychology, Emeritus

Lawrence Habermehl
Professor of Philosophy, Emeritus

Mark Hagopian
Professor of Political Science, Emeritus

Margaret Horsnell
Professor of History, Emerita

Royce Layman
Associate Professor of Education, Emeritus

Augustus Pesce
Professor of Education, Emeritus

Michael Peterson
Professor of Management, Emeritus

Paul M. Quinlan
Professor of Psychology, Emeritus

Lee Sirois
Associate Professor of Psychology, Emeritus

Richard C. Sprinthall
Professor of Psychology, Emeritus

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Marvin E. Morris, MD
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Daniel J. Warwick, MEd '81, CAGS '86
Superintendent of Schools, Springfield Public Schools

Michael D. Weekes '75
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Daniel E. Della-Giustina, PhD, BA '52, MA '55, Hon '04
Retired Professor, West Virginia University

Crawford Lincoln, Hon '04
Retired President, Old Sturbridge Village

INSTITUTIONAL REGULATIONS AND POLICIES

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.

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. 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. 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.
 - b. 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. The Federal Educational Rights and Privacy Act (FERPA) permits the disclosure of personally identifiable information from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of 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. Disclosures 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, 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 honoraria's; 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 or before October 1 of each academic year.

FERPA – HEALTH AND SAFETY EXEMPTION

The Disclosure of Student Information Related to Emergencies and Disasters

In situations related to a disaster or other health or safety emergencies, American International College will disclose non-directory information to appropriate parties in connection with an emergency, if knowledge of that information is necessary to protect the health or safety of the student or other individuals. The guidelines set forth by the exception to FERPA's general consent requirement will be followed.

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 on file in the Dean's Office of the School of Health Sciences.

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, does 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.

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:

- has a physical or mental impairment which substantially limits a major life activity;
- has record or history of such an impairment; or
- 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 affect their participation in academic or other aspects of college life should contact the Disability Services Coordinator, to initiate the process for determining any appropriate academic adjustments or reasonable accommodations that may be made. The Disability Services Coordinator will convene the Accommodations Review Committee that 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, 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 opportunity 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 the Provost's Office 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.

Contact: Disability Services Coordinator (413) 205-3426

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
Telephone: (617) 289-0111
Facsimile: (617) 289-0150
Email: OCR.Boston@ed.gov



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