



# 2025-2026 GRADUATE COURSE CATALOG



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AMERICAN INTERNATIONAL COLLEGE

# American International College

1000 State Street  
Springfield, Massachusetts 01109  
[www.aic.edu](http://www.aic.edu)  
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## 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, athletic administration and leadership, biology, business administration, communications and public relations, criminal justice, digital marketing communications, economics and finance, educational studies, exercise science, human biology, integrated studies, interdisciplinary science, international studies, liberal studies, management, marketing, media communication studies, nursing, occupational therapy, physical therapy, psychology, public health, sociology, sports and recreation management, and visual and digital arts.

Graduate degrees are available in business administration, cannabis science and commerce, counseling, education, educational leadership, educational psychology, exercise science, forensic psychology, leadership, nursing, occupational therapy, physical therapy, and public health.

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

The student body consists of approximately 1200 undergraduate students from 30 states and 20 countries and over 600 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](http://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

Welcome to American International College! You are joining an educational community that since its founding in 1885, has been serving a diverse student body from Springfield, the Commonwealth of Massachusetts, and far beyond.

Whether you are a recent high school graduate, an adult learner, a veteran returning from deployment, an athlete, a student residing on or commuting to campus, or a student pursuing a program via distance education, AIC is an institution that is committed to providing innovative educational opportunities and enriching student experiences in an environment where every student feels they belong. The College community is devoted to supporting the worth of everyone while promoting a sense of responsibility to the local area and the global society in general, in keeping with our core values of *Access, Opportunity, Diversity, Belonging, and Community*.

AIC offers an academic portfolio that keeps in step with current trends and prepares students for an ever-changing world. We offer support systems that empower students to achieve their educational goals and develop competitive excellence, while enjoying a variety of opportunities for personal growth. As you begin your educational journey, I invite you to become engaged with student activities, join organizations and clubs on campus, and start making lifelong friends. I encourage you to explore this catalog and use it as a helpful guide throughout your time at AIC.

AIC is known for its resilience and spirit. The future holds great promise for our students – in the classroom and beyond. As a campus community, we look forward to all that we can accomplish in this academic year and hope that you will be a part of the College's vision for the future.

Nicolle Cestero  
President

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## **Mission Statement**

AIC provides access to a holistic education in an inclusive environment that propels a diverse community of learners to personal growth and professional success.

## **Vision Statement**

AIC will be a New England college of choice for students seeking a sense of belonging, innovative education, and profound student experiences.

## **Core Values**

Access | Opportunity | Diversity | Belonging | Community

# 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. Courniotes Hall that houses the Divisions of Physical Therapy, Occupational Therapy and Nursing was the last physical addition to the College in the 20th century. A unique feature of the complex is an anatomical laboratory.

Notable during the period from 1975 through the mid-1990s was the development of several programs. The Curtis Blake Child Development Center exerted leadership in the field of learning disabilities. The College 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. The master of occupational therapy program began in September 2000, followed by the doctorate program in occupational therapy in 2017. 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. We take pride in our diversity, as 23% of our undergraduate students are Black or African American and 23% are Hispanic. The College enjoys the reputation of being student-centered, with an 18-to-1 student-faculty ratio. Academic programs include the traditional major offerings in the liberal arts, various specialties in business administration and teacher education, as well as such professional programs as nursing, occupational therapy, physical therapy and criminal justice studies.

The College has comprehensive programs of social and cultural significance that are largely student-operated and 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 1,200 undergraduate students from 30 states and 20 countries, as well as over 600 graduate students.

### **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](http://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 Hall; the Colaccino Center for Health Sciences; 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 Technology Department**

The Information Technology 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.

## **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 students and is co-ed by floor. The Campus Police office is located in Hines and is staffed 24/7.

#### *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*

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.

The newest housing facility designed specifically for graduate students, the Acorn Graduate Residence Hall, is located at 181 Acorn Street in Springfield. The three-story building is 13,329 square feet and includes eight fully furnished units which feature four single bedrooms, as well as full kitchens, dining and living spaces. The two first-floor units are fully ADA compliant. Onsite parking and laundry facilities are available.

## Accreditations and Affiliations

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

New England Commission of Higher Education  
3 Burlington Woods Drive, Suite 100  
Burlington, MA 01803  
Phone: (781) 425-7785  
Email: info@neche.org

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

The baccalaureate degree program in nursing, the master's degree program in nursing, and the post-graduate APRN certificate program at American International College is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>). The Baccalaureate Nursing Program has full approval from the Massachusetts Board of Registration in Nursing.

The post-graduate APRN certificate program at American International College is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>). The accreditation decision was made by the CCNE Board of Commissioners during its April 25-28, 2023 meeting, and the effective date of accreditation is October 5, 2022.

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

The School of Business, Arts, and Sciences at American International College has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE) located at 11960 Quivera Road in Overland Park,, Kansas, USA. The business programs in the following degrees are accredited by the IACBE: Master of Business Administration; 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 National Association of Independent Colleges and Universities, the International Assembly for Collegiate Business Education, the

National Association of State Directors of Teacher Education and Certification, and the University Continuing Education Association.

## Graduate Programs at a Glance

Academic Program	Degree	School	Notes
Early Childhood, Pk-2 Elementary Education, 1-6 English as a Second Language (All Levels) Degree Only Middle/Secondary Education <ul style="list-style-type: none"> <li>○ General Science, 5-8</li> <li>○ Math, 5-8 or 5-12</li> <li>○ Biology, 8-12</li> <li>○ Chemistry, 8-12</li> <li>○ English, 5-12</li> <li>○ Spanish, 5-12</li> <li>○ History, 5-12</li> <li>○ Math, 5-8 or 5-12</li> </ul> Moderate Disabilities, PK-2, PK-8 or 5-12 Reading Specialist, All Levels School Leadership <ul style="list-style-type: none"> <li>○ Principal/Assistant Principal, 5-8 or 5-12</li> <li>○ Special Education Administrator, All Levels</li> </ul>	MEd CAGS	Education	All programs listed are educator preparation designed for the Initial License in Massachusetts unless identified as Degree Only.  Professional licensure is offered exclusively in Early Childhood, Pk-2; Elementary Education, 1-6; and Moderate Disabilities, Pk-8 programs only.  All programs include a degree only option w/o licensure.
Educational Psychology	MA	Education	Pre-requisite for CAGS in School Guidance & Adjustment.
Teaching & Learning Educational Leadership Higher Education Organizational Leadership & Development	EdD	Education	
Family Nurse Practitioner	MSN	Health Science	
Occupational Therapy	MSOT Post-Professional OTD	Health Science	
Physical Therapy	DPT	Health Science	
Population & Community Health Practice	MS	Health Science	

Sport and Human Performance	MS	Health Science	
Business Administration	MBA	Business, Arts and Sciences	
Criminal Justice	MS	Business, Arts and Sciences	
Clinical Mental Health Counseling	MA	Business, Arts and Sciences	Licensure program
Counseling Psychology	MA	Business, Arts and Sciences	
General Psychology	MA	Business, Arts and Sciences	Non-Licensure Program
Forensic Psychology	MS	Business, Arts and Sciences	Non-Licensure Program
Mental Health Counseling	EdD	Business, Arts and Sciences	Licensure program. For students with a previous master's degree
Mental Health and Human Development	EdD	Business, Arts and Sciences	Non-Licensure program. For students with a previous master's degree

# 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 strong communication skills.

### **Application for Admission**

Applications for admissions are available online at <https://www.aic.edu/apply>. If a hardcopy application is needed, applications 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](mailto:graduate.admissions@aic.edu).

### **How to Apply for Admission**

All documents for admissions can be uploaded via the applicant portal at <https://www.aic.edu/apply> or via email to [graduate.admissions@aic.edu](mailto:graduate.admissions@aic.edu). Please note that official documents submitted electronically (i.e., transcripts, course by course evaluations, test scores) must be transmitted directly to AIC by the issuing institution to remain official.

**If hard copy documents are needed, they may be submitted to:**

**American International College  
Office of Graduate Admissions – Box 6B  
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
- Personal goal statement or essay
- U.S. \$50 non-refundable application fee

In addition to the items listed here, there may be additional requirements 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 one or two terms per year.

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, an unofficial transcript showing all coursework completed to date may be submitted. Please ensure current classes are included, even if you have not received your final grades. If admitted, you will be required to submit a final, official transcript that includes your final grades and degree conferred. All students seeking entry into graduate programs must submit final transcripts noting baccalaureate, and master’s, if applicable, 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. If this official documentation is not received prior to the start of classes, acceptance may be revoked.

Transcripts from schools outside the United States may require a course-by-course evaluation through a recognized evaluation service. We accept evaluations from active members associated with NACES. For more information, please visit: [naces.org](http://naces.org)

Applicants who have participated in a study abroad program are not required to provide separate transcripts for study abroad credits, as long as the credits are listed on the transcript from your home educational institution. If study abroad coursework and credits are not listed on the transcript of a student’s home institution, the student may be required to send a course-by-course credit evaluation through a recognized service. AIC accepts evaluations from all active members associated with NACES.

## **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 500 words, typed and submitted along with the application for graduate admission.

Please note that some programs require the candidate to submit an essay with a specific prompt. Please consult the appropriate program for specific details on the personal statement requirements.

## **Application Fee**

Applications must be accompanied by a U.S. \$50 non-refundable application fee. Some programs apply through a centralized application system, and additional fees may apply. These fees are not charged or collected by AIC. Application fees may be waived at the discretion of the Associate Vice President for Strategic Enrollment and Retention Management, or the Director of Admissions.

Fees incurred when ordering documentation required for admission are payable to the applicable college, university, transcript evaluation service, testing company, etc., and are the sole responsibility of the applicant.

## **Acceptance Deposit**

Upon acceptance into a graduate program, candidates who intend to enroll are required to submit a non-refundable deposit. Deposit amount varies by graduate program. This may be submitted online by logging in to the applicant portal at [go.aic.edu/apply/status](http://go.aic.edu/apply/status), or mailed to the following address:

Office of Graduate Admissions - Box 6B  
American International College  
1000 State Street  
Springfield, MA 01109

Enrolled students will have their deposits credited to their student accounts. A monetary deposit does not apply for select programs. In lieu of a monetary deposit, admitted students to these programs may submit an "Intent to Enroll" form via one of the above listed methods. Accepted students should refer to their acceptance package for additional information.

## **Additional Admissions Information For Specific Groups**

### **Graduate Credit Earned Prior to Admission**

Students who have taken graduate-level courses at another college or university may be able to transfer coursework into AIC with permission from the Program Director. The number of credits that may be transferred varies by program and degree level and is subject to the approval of the Program Director. At minimum, an earned grade of “B” or better is required. To be eligible for transfer, credits must have been taken on the graduate level, granted by an accredited institution of higher learning or equivalent, and may not be applied to a previously conferred degree. For additional information, please consult the appropriate graduate degree program for specific details and refer to the Graduate Transfer Credit Request policy, which is published by the Office of the Registrar.

### **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. Interested students should contact the Office of the Registrar at registrar@aic.edu

Qualified students may earn up to nine 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. Likewise, students who do not plan to follow a graduate program may take one or more specific graduate-level courses. Students must be approved by the Office of the Registrar prior to proceeding with non-matriculated coursework. Permission will generally be granted provided the applicant meets the admission requirements and possesses the necessary background for the desired courses.

Graduate students enrolled in classes under non-matriculated status should be aware that they are not eligible for federal financial aid. Further, students must be formally admitted to their program if they wish to continue beyond the initial nine credits.

### **Dual Admission**

Undergraduate students granted and accepted admission into a graduate program under dual admission at the time of their undergraduate enrollment and who currently meet academic and eligibility guidelines for continuation 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.

### **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 Executive Vice President for Academic Affairs.

## **Financial Aid**

We encourage all students to apply for financial assistance when they apply for admission. Qualified graduate students are typically eligible to borrow up to \$20,500 or the cost of their program, whichever is lesser, in student loans per academic year 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. International students and students enrolled in certificate programs are not eligible for federal financial aid. To learn more about financial aid, please visit our website at <https://www.aic.edu/admissions/tuition-financial-aid/>

## **Non-Native Speakers of English**

Non-native speakers of English who wish to pursue a graduate degree must submit evidence of proficiency in the English language.

- Results from the Test of English as a Foreign Language (TOEFL) require a minimum overall score of 550 for the paper-based test, 213 for the computer-based test, or 80 for the internet-based test.
- Results from the International English Language Testing System (IELTS) Academic Model require a minimum overall score of 6.5.

Please note that some schools and individual programs may have higher standards that prevail over the Graduate School policy. Refer to individual program requirements for more details.

TOEFL or IELTS scores are considered official only when submitted directly from the testing service; copies will not be accepted. Test scores are valid for 2 years after the test date.

TOEFL/IELTS scores are not required if a prior college or university degree has been granted within the last three years from either a regionally accredited institution within the United States or a non-U.S. institution if the applicant can document that the language of instruction was English.

## **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 federal 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 may need to be accompanied by 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](http://www.naces.org))
- Letters of recommendation
- Personal goal statement or essay
- Students whose native language is not English are required to demonstrate English language proficiency as defined in the “Non-Native Speakers of English” section above
- U.S. \$50 non-refundable application fee
- Clinical Observation or Volunteer Experience forms, if applicable
- Proof of licensure, if applicable
- Declaration and Certification of Finances form (at the time of enrollment)

### **Deferment**

In order to defer admission for up to one calendar 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 or program director, makes the final deferral decision. To defer, a student must:

- Pay the required non-refundable deposit by the relevant deadline.
- If not already submitted, provide an official copy of final college transcripts showing degree conferral. If the degree is still in progress, an updated copy showing degree conferral will be required when available.
- Complete and return the Deferral of Admission Request form to the Office of Graduate Admissions, indicating the term to which they would like to defer. The maximum length of a deferral is one year (typically Fall-Fall, Fall-Spring, or Spring-Fall).

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 they 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 their 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 their 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 or graduation requirements.

## **Additional Admissions Requirements for Specific Graduate Programs**

### **School Of Business, Arts and Sciences**

#### **Master of Business Administration (MBA)**

The MBA program offers rolling admissions, accepting applications throughout the year.

The program requires an undergraduate GPA of 2.75; however, a GPA of a 3.0 or higher is preferred. In the event an individual wishes to apply to the program but does not have a 2.75 GPA, the individual may 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.

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
- Two letters of recommendation, one must be from a supervisor or academic professor. Recommendations from coaches, acquaintances, or family members are not permitted for this 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 offers rolling admissions, accepting applications throughout the year.

The program requires an undergraduate GPA of 2.75; however, a 3.0 GPA or higher is preferred.

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.

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

### **Clinical Mental Health Counseling (MA)**

The Clinical Mental Health Counseling program offers rolling admissions, accepting applications throughout the year.

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 may 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.

### **Criminal Justice (MS)**

The Criminal Justice (MS) program offers rolling admissions, accepting applications throughout the year.

The program requires a cumulative undergraduate GPA of 2.75 or better in criminal justice or a related field, however, a GPA of 3.0 or higher is preferred. In the event an individual wishes to apply to the program but does not have a 2.75 GPA or whose degree is not in a related field, the individual may 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 full or conditional acceptance into the program. Admitted students will be placed into the appropriate track based upon experience and academic history at the time of application review.

**Direct Track:** Individuals with less than 4 years of experience in law enforcement or a closely related field as defined below.

**Mid-career track:** Individuals with 4 or more years of experience in law enforcement or a closely related field as defined below.

**Closely related field:** Any position which deals with the enforcement and/or prosecution of criminal justice and law, including but not limited to police departments, probation and parole, corrections, court systems, and guards. Please consult the admission counselor or program director when uncertain.

- All documentation listed in the *Admissions Criteria for All Students* section of this document

- A personal statement is not required for admission to this program.
- Two letters of recommendation:
  - Direct track (right out of college) minimum of 1 professional recommendation. Second recommendation may be either professional or academic in nature.
  - Mid- career track – 2 professional letters of recommendation.

\*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.

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 may 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.

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 may 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 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.

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 may be required to be interviewed by the program director.

\*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.

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

### **Doctor of Education in Mental Health Counseling (EdD)**

The Doctor of Education in Mental Health Counseling program offers rolling admissions, accepting applications throughout the year.

Prerequisites:

- Applicants must hold both a bachelor's *and* master's degree or higher from an accredited institution of higher education in psychology, or a closely related field.
- Prior graduate work completed must be at a GPA of 3.0 or better to enter.

This program requires a minimum graduate 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 may 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:

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

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

### **Doctor of Education in Mental Health and Human Development (EdD)**

The Doctor of Education in Mental Health and Human Development program offers rolling admissions, accepting applications throughout the year.

Prerequisites:

- Applicants must hold both a bachelor's *and* master's degree or higher from an accredited institution of higher education in psychology, or a closely related field.
- Prior graduate work completed must be at a GPA of 3.0 or better to enter.

This program requires a minimum graduate 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 may 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:

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

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

## **School of Education**

### **Doctor of Education in Educational Psychology (EdD)**

The Educational Psychology program offers rolling admissions, accepting applications throughout the year.

Prerequisites: 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 degree). Students who do not currently hold a graduate degree (i.e. MS or MA) will be awarded an MA in Educational Psychology upon completion of 30 credits in specific graduate courses.

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 may 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.

Important Note: The length of the program will be determined by the candidate's previous academic history. Students are eligible to enroll at the post masters or post bachelor's levels. 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)

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

### **Doctor of Education (EdD) in Teaching & Learning**

Students seeking to enroll in the Doctoral Completion Program offerings, should submit documentation as required for their desired program.

Please review the section labeled “Doctoral Completion Pathway Program Requirements” for additional criteria.

The Doctor of Education in Teaching & Learning offers rolling admissions and accepts applications throughout the year.

*Prerequisites:* Applicants must hold both a bachelor’s *and* master’s degree or higher from an accredited institution of higher education in an area closely aligned with teaching and learning. Prior graduate work completed must be at a GPA of 3.0 or better to enter.

Applicants will be reviewed for admission based on evidence of prior academic success at the graduate level and the following documentation:

- Three letters of recommendation from accomplished educators in the field or institutions of higher education holding either an EdD or PhD who can attest to the applicant’s academic and professional orientation for advanced studies at the doctoral level.
- A 6-8 page essay responding to the following questions as they relate to applicant’s rationale for pursuing advanced studies in Teaching & Learning:
  - What educational or professional experiences prepared you for doctoral study?
  - What motivates you to pursue doctoral studies?
  - What are the three primary topics of personal, professional, and scholarly interest that might guide further inquiry into Teaching & Learning? Why are these topics of importance to you?
  - What is the relationship of the three topics to the anticipated area of focus for your dissertation?
  - What is your rationale for choosing AIC for further studies supportive of your educational and/or career goals?
- All documentation listed in the *Admissions Criteria for All Students* section of this document.

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

### **Doctor of Education (EdD) in Educational Leadership & Supervision**

Students seeking to enroll in the Doctoral Completion Program offerings, should submit documentation as required for their desired program.

Please review the section labeled “Doctoral Completion Pathway Program Requirements” for additional criteria.

The Doctor of Education in Educational Leadership & Supervision offers rolling admissions, accepting applications throughout the year.

*Prerequisites:* Applicants must hold both a bachelor’s *and* master’s degree from an accredited institution of higher education in an education-related area. The master’s degree must be closely

aligned with educational leadership and supervision. Prior graduate work completed must be at a GPA of 3.0 or better to enter.

Applicants will be reviewed for admission based on the evidence presented supportive of academic success in prior studies at the graduate level and the receipt of the following documentation:

- Three letters of recommendation, preferably from educators either in the field or institutions of higher education with either an EdD or PhD who can attest to the applicant's academic and professional orientation for advanced study at the doctoral level.
- A 6-8 page essay responding to the following questions as they relate to applicant's rationale for pursuing advanced studies in Educational Leadership & Supervision:
  - What educational or professional experiences prepared you for doctoral study?
  - What motivates you to pursue doctoral studies?
  - What are the three primary topics of personal, professional, and scholarly interest that might guide further inquiry into Educational Leadership & Supervision? Why are these topics of importance to you?
  - What is the relationship of the three topics to the anticipated area of focus for your dissertation?
  - What is your rationale for choosing AIC for further studies supportive of your educational and/or career goals?
- All documentation listed in the *Admissions Criteria for All Students* section of this document

Doctoral students wishing to transfer graduate credits for prior courses completed either at AIC or another accredited institution of higher education must declare and provide evidence of this with the application. All courses must be at the post-master's level and substantially similar in both content and applicable to the degree offered. A maximum of 12 credits isare allowed pending review and approval by the School of Education prior to enrollment.

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

### **Doctor of Education (EdD) in Higher Education**

Students seeking to enroll in the Doctoral Completion Program offerings should submit documentation as required for their desired program. Please review the section labeled "Doctoral Completion Pathway Program Requirements" for additional criteria.

The Doctor of Education in Higher Education offers rolling admissions, accepting applications throughout the year.

*Prerequisites:* Applicants must hold both a bachelor's *and* master's degree from an accredited institution of higher education in an education-related area. The master's degree must be closely aligned with higher education. Prior graduate work completed must be at a GPA of 3.0 or better to enter.

Applicants will be reviewed for admission based on the evidence presented supportive of academic success in prior studies at the graduate level and the receipt of the following documentation:

- Three letters of recommendation, preferably from educators either in the field or institutions of higher education with either an EdD or PhD who can attest to the applicant's academic and professional orientation for advanced study at the doctoral level.
- A 6-8 page essay responding to the following questions as they relate to applicant's rationale for pursuing advanced studies in Higher Education:
  - What educational or professional experiences prepared you for doctoral study?
  - What motivates you to pursue doctoral studies?
  - What are the three primary topics of personal, professional, and scholarly interest that might guide further inquiry into Higher Education? Why are these topics of importance to you?
  - What is the relationship of the three topics to the anticipated area of focus for your dissertation?
  - What is your rationale for choosing AIC for further studies supportive of your educational and/or career goals?
- All documentation listed in the *Admissions Criteria for All Students* section of this document

Doctoral students wishing to transfer graduate credits for prior courses completed either at AIC or another accredited institution of higher education must declare and provide evidence of this with the application. All courses must be at the post-master's level and substantially similar in both content and applicable to the degree offered. A maximum of 12 credits are allowed pending review and approval by the School of Education prior to enrollment.

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

### **Doctoral Completion Pathway Program Requirements**

Doctoral completion program candidates seeking to transfer to AIC to complete their doctoral studies should submit all required admissions documentation as listed in their desired program above.

Additional requirements for the program are defined below:

Program Prerequisites:

- Must enter AIC with all previous content coursework completed prior to application; with the designated "*all but dissertation.*"
- Completed previous program comprehensive exams, if applicable.
- Extensive experience in educational setting or education related field, as defined by the School of Education. (Minimum 5 years of related work experience.)

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

### **Masters of Education (MEd)\***

The MEd is offered with rolling admissions, accepting applications throughout the year. General requirements for all MEd programs follow.

- A bachelor's degree from an accredited institution of higher education, preference given to applicants whose field of study directly aligns with the specific academic program selected.
- A GPA of 3.0 or better
- All documentation listed in the *Admissions Criteria for All Students* section of this document
- All requirements specific to the program selected.

In the event a 3.0 GPA is not held, evidence must be submitted with the application that merits further review by the School of Education's Graduate Admissions Committee. Documented evidence includes (but is not limited to) GRE scores (if applicable), successful completion of the last 30 credits of prior coursework, and/or an interview with designated personnel in the program selected. 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.

### **Certificate for Advanced Graduate Studies (CAGS)**

The CAGS is offered with rolling admissions, accepting applications throughout the year. Universal requirements for all programs offered for the MEd and CAGS follow. (See also program specific requirements.)

- Both a bachelor's degree and master's degree from an accredited institution of higher education. Master's degree must be in a field directly aligned with the specific academic program selected.
- A GPA of 3.0 or better
- All documentation listed in the *Admissions Criteria for All Students* section of this document
- All requirements specific to the program selected.

In the event an applicant does not have a 3.0 GPA, the applicant must submit evidence with the application that merits further review by the School of Education's Graduate Admissions Committee. Documentation acceptable as evidence includes (but is not limited to) GRE scores (if applicable) and successful completion of the last 15 credits of prior graduate coursework aligned with the program selected. Depending on the evidence submitted, applicants will be further required to interview with the SOE Graduate Admissions Committee and, based on the outcome of this interview coupled with successful review of all other application materials, may be granted conditional acceptance into the program.

### **Early Childhood Education (MEd and CAGS)**

In addition to all requirements previously noted for the MEd & CAGS:

### *Initial Licensure Applicants*

- Applicants are required to show successful completion of a graduate or undergraduate course in one of the following subject areas:
  - Child Psychology
  - Developmental Psychology
  - Child Development
  - Early Childhood MTEL may be used in lieu above listed course

### *Professional Licensure Applicants*

- Prior Initial License in Early Childhood
- One or more years of teaching experience under Initial License.

### *Both Initial & Professional Applicants*

Applications for admission will be reviewed based on the strength of evidence submitted indicating an ability to successfully pursue graduate studies in the program selected, including evidence of having met the following admissions requirements:

- Two (2) Professional letters of recommendation, at least 1 recommendation from a current supervisor
- Personal statement using the prompts detailed below for the type of license sought.

### *Applicants for Initial Licensure*

In a minimum of 500 words, please answer the following two questions:

- Why are you interested in pursuing a graduate degree in education at AIC?
- What are your career goals and how will enrolling in this program impact your educational, personal, and professional growth?

### *Applicants for Professional Licensure*

In a minimum of 750 words, please answer the following three questions:

- Why are you interested in pursuing a graduate degree in education at AIC?
- Describe how your experience as a lead teacher has prepared you for the rigors of this program.
- What are your career goals and how will enrolling in this program impact your educational, personal, and professional growth?

All additional documentation listed in the *Admissions Criteria for All Students* section of this document.

## **Elementary Education (MEd and CAGS)**

In addition to all requirements previously noted for the MEd & CAGSs:

### *Initial Licensure Applicants*

- Applicants are required to provide evidence for successful completion of a graduate or undergraduate course in one of the following areas:
  - Child Psychology
  - Developmental Psychology
  - Child Development

### *Professional Licensure Applicants*

- Prior Initial License in Elementary Education.
- One or more years of teaching experience under Initial License.

### *Both Initial & Professional Applicants*

Applications for admission<sup>s</sup> will be reviewed based on the strength of evidence submitted indicating an ability to successfully pursue graduate studies in the program selected, including evidence of having met the following admissions requirements:

- Two (2) Professional letters of recommendation, at least 1 recommendation from a current supervisor
- Personal statement using the prompts detailed below for the type of license sought

### *Applicants for Initial Licensure*

In a minimum of 500 words, please answer the following two questions:

- Why are you interested in pursuing a graduate degree in education at AIC?
- What are your career goals and how will enrolling in this program impact your educational, personal, and professional growth?

### *Applicants for Professional Licensure*

In a minimum of 750 words, please answer the following three questions:

- Why are you interested in pursuing a graduate degree in education at AIC?
- Describe how your experience as a lead teacher has prepared you for the rigors of this program.
- What are your career goals and how will enrolling in this program impact your educational, personal, and professional growth?

All additional documentation listed in the *Admissions Criteria for All Students* section of this document

### **English as a Second Language (MEd and CAGS)**

In addition to all requirements previously noted for the MEd & CAGSs:

### *Non-Licensure ONLY*

Applications for admission will be reviewed based on the strength of evidence submitted indicating an ability to successfully pursue graduate studies in the program selected, including evidence of having met the following admissions requirements:

- Two (2) Professional letters of recommendation, at least 1 recommendation from a current supervisor
- Personal statement using the prompts detailed below.

In a minimum of 500 words, please answer the following two questions:

- Why are you interested in pursuing a graduate degree in education at AIC?
- What are your career goals and how will enrolling in this program impact your educational, personal, and professional growth?
- All additional documentation listed in the *Admissions Criteria for All Students* section of this document

### **Middle School Education (MEd and CAGS)**

In addition to all requirements previously noted for the MEd & CAGS:

#### *Initial Licensure*

Applications for admission will be reviewed based on the strength of evidence submitted indicating an ability to successfully pursue graduate studies in the program selected, including evidence of having met the following admissions requirements:

- Two (2) Professional letters of recommendation, at least 1 recommendation from a current supervisor
- In a minimum of 500 words, please answer the following two questions:
  - Why are you interested in pursuing a graduate degree in education at AIC?
  - What are your career goals and how will enrolling in this program impact your educational, personal, and professional growth?
- All additional documentation listed in the *Admissions Criteria for All Students* section of this document

### **Secondary Education (MEd and CAGS)**

In addition to all requirements previously noted for the MEd & CAGS:

#### *Initial Licensure*

Applications for admission will be reviewed based on the strength of evidence submitted indicating an ability to successfully pursue graduate studies in the program selected, including evidence of having met the following admissions requirements:

- Two (2) Professional letters of recommendation, at least 1 recommendation from a current supervisor
- Personal statement using the prompts detailed below.

In a minimum of 500 words, please answer the following two questions:

  - Why are you interested in pursuing a graduate degree in education at AIC?
  - What are your career goals and how will enrolling in this program impact your educational, personal, and professional growth?
- All additional documentation listed in the *Admissions Criteria for All Students* section of this document

### **Moderate Disabilities PreK-8 or Grades 5-12 (MEd and CAGS)**

In addition to all requirements previously noted for the MEd & CAGS:

#### *Prerequisites:*

- Applicants are required to provide evidence for successful completion of a graduate or undergraduate course in one of the following areas:
  - Developmental Psychology
  - Child Psychology
  - Intro to Psychology

#### *Professional Licensure Applicants, Available only in the PreK-8 program:*

- Prior Initial License in Moderate Disabilities PreK-8.
- One or more years of teaching experience under Initial License.

### *Both Initial & Professional Licensure*

Applications for admissions will be reviewed based on the strength of evidence submitted indicating an ability to successfully pursue graduate studies in the program selected, including evidence of having met the following admissions requirements:

- Two (2) Professional letters of recommendation, at least 1 recommendation from a current supervisor
- Personal statement using the prompts detailed below for the type of license sought

#### *Applicants for Initial Licensure (PreK-8 or Grades 5-12)*

In a minimum of 500 words, please answer the following two questions:

- Why are you interested in pursuing a graduate degree in education at AIC?
- What are your career goals and how will enrolling in this program impact your educational, personal, and professional growth?

#### *Applicants for Professional Licensure (PreK-8)*

In a minimum of 750 words, please answer the following three questions:

- Why are you interested in pursuing a graduate degree in education at AIC?
  - Describe how your experience as a lead teacher has prepared you for the rigors of this program.
  - What are your career goals and how will enrolling in this program impact your educational, personal, and professional growth?
- All additional documentation listed in the *Admissions Criteria for All Students* section of this document

### **Reading Specialist (MEd and CAGS)**

In addition to all requirements previously noted for the MEd & CAGS:

Prerequisite: A prior initial or professional license and at least one year of teaching experience under said license is required.

Applications for admission will be reviewed based on the strength of evidence submitted indicating an ability to successfully pursue graduate studies in the program selected, including evidence of having met the following admissions requirements:

- Submit proof of teaching for a minimum of one year at the time of application.
- Copy of current license
- Two (2) Professional letters of recommendation, at least 1 recommendation from a current supervisor
- In a minimum of 750 words, please answer the following three questions:
  - Why are you interested in pursuing a graduate degree in education at AIC?
  - What are your career goals and how will enrolling in this program impact your educational, personal, and professional growth?

- In what ways have you cultivated transformative change in your current practice supportive of literacy?
- All additional documentation listed in the *Admissions Criteria for All Students* section of this document

### **School Leadership (MEd and CAGS)**

In addition to all requirements previously noted for the MEd & CAGS:

*Prerequisites:* A prior initial or professional license and at least 3 years of teaching experience or district leadership under said license is required. Full details of acceptable prerequisite experiences below:

- *Assistant Principal/Principal:* Employment in an executive management/leadership role or in a supervisory, teaching (including guidance counselor), or administrative role in a public school, private school, higher education, or other educational setting accepted by the MA Department of Elementary and Secondary Education.
- *Special Education Administrator:* Employment in a district-wide, school-based, or other educational setting, or completion of at least three full years of employment in law, public policy, higher education, or other related field accepted by the MA Department of Elementary and Secondary Education, and possession of at least an Initial License in special education, or as school counselor, school principal/assistant school principal, school psychologist, school social worker/school adjustment counselor, or speech, language and hearing disorders teacher.

Applications for admission will be reviewed based on the strength of evidence submitted indicating an ability to successfully pursue graduate studies in the program selected, including evidence of having met the following admissions requirements:

- Submit proof of three years of teaching or district leadership experience or comparable time in an educational setting such as guidance counselor, etc.
- Two (2) Professional letters of recommendation, at least 1 recommendation from a current supervisor
- In approximately 750 words, please respond to the following questions:
  - Why are you interested in pursuing a graduate degree in education at AIC?
  - What motivates you to pursue licensure as an administrative and academic leader?
  - What are your career goals and how will enrolling in this program impact your educational, personal, and professional growth?
- Copy of current license
- All additional documentation listed in the *Admissions Criteria for All Students* section of this document

### **School Counseling & School Adjustment Counseling- Educational Psychology (MA) & Certificate of Advanced Graduate Study (CAGS)**

The School Counseling and School Adjustment Counseling programs practice “rolling admissions” where applications are received throughout the year. Those seeking state licensure certification with endorsement either in school counseling or school adjustment counseling must complete the MA degree in Educational Psychology prior to entering the CAGS for program completion either in School Counseling *or* School Adjustment Counseling. The MA degree in Educational Psychology is therefore a prerequisite for entering the CAGS.

When submitting an application, students should apply for the master’s program in School Counseling or School Adjustment Counseling as appropriate, and admitted students will be considered to be accepted to both the MA and CAGS phases of the program. Continuous enrollment and acceptable academic progress must be maintained to move into the CAGS.

### **MA in Educational Psychology**

The MA degree requires a minimum undergraduate cumulative GPA of 3.0 or better. In the event that an individual wishes to apply and does not have a 3.0 GPA, the application 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 academic leaders for the program assigned. Depending on the outcome of the additional review, those accepted without a 3.0 GPA may be granted either 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:

- Copy of license (if applicable)
- Personal statement prompt as detailed below:
- In a minimum of 500 words, please answer the following two questions:
  - Why are you interested in pursuing a graduate degree in education at AIC?
  - What are your career goals and how will enrolling in this program impact your educational, personal, and professional growth?
- All additional documentation listed in the *Admissions Criteria for All Students* section of this document

### **CAGS in School Adjustment Counseling**

In addition to all requirements previously noted for the CAGS:

*Prerequisites:* Applicants for the Certificate of Advanced Graduate Study must possess an MA in Educational Psychology (or significantly similar degree.) Each applicant into the CAGS program will have their master’s program reviewed by the designated academic leader assigned. Possession of a master’s degree does not guarantee eligibility for the CAGS phase of this program.

Applications for admission will be reviewed based on the strength of evidence submitted indicating an ability to successfully pursue graduate studies in the program selected, including evidence of having met the following admissions requirements:

- Two (2) Professional letters of recommendation, at least 1 recommendation from a current supervisor
- Copy of license (if applicable)
- Personal Statement prompts as detailed below:  
In a minimum of 500 words, please answer the following two questions:
  - Why are you interested in pursuing a graduate degree in education at AIC?
  - What are your career goals and how will enrolling in this program impact your educational, personal, and professional growth?
- All additional documentation listed in the *Admissions Criteria for All Students* section of this document

### **CAGS in School Counseling**

In addition to all requirements previously noted for the CAGS:

*Pre-requisites:* Applicants for the Certificate of Advanced Graduate Study must possess an MA in Educational Psychology or a significantly similar degree. Each applicant into the CAGS program will have their master's program reviewed by the designated academic leader assigned. Possession of a master's degree does not guarantee eligibility for the CAGS phase of this program.

Applications for admissions will be reviewed based on the strength of evidence submitted indicating an ability to successfully pursue graduate studies in the program selected, including evidence of having met the following admissions requirements:

- Copy of license (if applicable)
- Two (2) Professional letters of recommendation, at least 1 recommendation from a current supervisor
- Personal Statement prompts as detailed below:  
In a minimum of 500 words, please answer the following two questions:
  - Why are you interested in pursuing a graduate degree in education at AIC?
  - What are your career goals and how will enrolling in this program impact your educational, personal, and professional growth?
- All additional documentation listed in the *Admissions Criteria for All Students* section of this document

### **School Of Health Sciences**

#### **Nursing (MSN)**

The Master of Science in Nursing (MSN) program offers rolling admissions, accepting applications throughout the year.

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 may 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:

- Current RN License
- All additional documentation listed in the *Admissions Criteria for All Students* section of this document

### **Post-Master's Family Nurse Practitioner Certificate Program**

The Master of Science in Nursing (MSN) program offers rolling admissions, accepting applications throughout the year.

#### *Prerequisites:*

- 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.
- Successful completion of Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment courses or must have these courses in progress at the time of application.
  - Applicants may complete these courses at AIC as non-matriculated students as necessary

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:

- Current RN License
- All additional documentation listed in the *Admissions Criteria for All Students* section of this document

### **Occupational Therapy (MSOT)**

Admission requirements are designed to select qualified students who are likely to successfully complete this professional program of study. Graduate applications to the MSOT program are accepted on a rolling admissions basis through May 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:**

- Introductory Psychology (3 credits)
- Introductory Sociology OR Introductory Anthropology (3 credits)
- Abnormal Psychology (3 credits)
- Developmental Psychology (3 credits)
- Physics I (4 credits with lab)
- Anatomy and Physiology I (4 credits with lab)
- Anatomy and Physiology II (4 credits with lab)
- Statistics (3 credits)

Prerequisite courses may be in progress at the time of application; however, all required courses must be completed, and have final transcripts showing successful completion by June 1<sup>st</sup> or 30 days before the start of 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. Applicants applying to the MSOT program should apply online using the OTCAS application beginning in August. 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](http://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)
- The OTCAS essay prompt changes annually and will be accepted in lieu of the AIC personal statement prompt.
- 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, accepting applications throughout the year.

Graduate students applying to the OTD program must have earned an 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 additional documentation listed in the *Admissions Criteria for All Students* section of this document

\*\*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. Applications are considered on a rolling admissions basis, up until May 1<sup>st</sup> or as spaces are available. 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 I, Biology II (8 credits, including 2 labs.) \*
- Anatomy and Physiology I and Anatomy and Physiology II (8 credits, including 2 labs)
- Chemistry I and Chemistry II (8 credits, including 2 labs)
- Physics I and Physics II (8 credits, including 2 labs)
- Statistics (Biological, Psychological or Educational)

\*Exercise Physiology may be substituted for Biology II with approval of the program director.

Prerequisite courses may be in progress at the time of application; however, all required courses must be completed, and have final transcripts showing successful completion by June 1<sup>st</sup> or prior to the start of 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. Applicants applying to the DPT program should apply online using the PTCAS application beginning in July. All application materials listed 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](http://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)
- The PTCAS essay prompt changes annually and will be accepted in lieu of the AIC personal statement prompt.
- Official Test of English as a Foreign Language (TOEFL) or ESL International score for non-native speakers of English

### **Public Health (MPH)**

The Public Health program offers rolling admissions, accepting applications throughout the year.

A cumulative GPA of 3.0 or higher is preferred. Overall academic ability is assessed through evaluation of your transcript(s), but admission decisions also factor in your work experience, the quality of your personal statement, the quality of your letters of recommendation, and your passion and motivation as demonstrated through your application materials.

- Submit a 1-2 page personal statement which answers the following questions:
  - Why are you interested in pursuing an MPH?
  - What makes you a good candidate for the AIC MPH program?
- All additional documentation listed in the *Admissions Criteria for All Students* section of this document.

# Tuition and Fees

## Graduate Tuition and Fee Schedule 2025-2026

Rates Effective as of 5/1/2025

### School of Health Sciences

Application Fees and Deposits		
Description	Amount	Charge per
Application Fee	\$ 50	Once per Application
Deposit	\$ 200	Once per Admission
Deposit Occupational/Physical Therapy Tuition	\$ 500	Once per Admission

Program <sup>1</sup>	Tuition Charge Per Credit	Comprehensive Fee; Per Term (Fall & Spring Terms Only)	Academic Calendar	Student Health Insurance (Required to Waive/Enroll) <sup>2</sup>	Total program credits (full time, based on program plan)	Total Anticipated Program costs (including fees) <sup>3</sup>
MS Exercise Science: In-Person	\$1,010	\$300	Traditional	Yes	34	<b>\$35,240</b>
Post Master's Certificate Family Nurse Practitioner (FNP)	\$850	\$300	7 Week	No	28	<b>\$25,000</b>
MS Family Nurse Practitioner (FNP)	\$850	\$300	7 Week	No	46	<b>\$40,900</b>
MS-Occupational Therapy (MSOT)	\$1,000	\$300	Traditional	Yes	81	<b>\$82,200</b>
Doctor Occupational Therapy	\$1,175	\$300	Traditional	No	30	<b>\$36,450</b>
Doctor Physical Therapy (DPT)	\$1,175	\$300	Traditional	Yes	119	<b>\$141,625</b>
MS Population & Community Health Science	\$675	\$300	7 Week	No	33	<b>\$23,475</b>
Master Public Health	\$675	\$300	Traditional	Yes	42	<b>\$29,550</b>
MS Sport & Human Performance	\$675	\$300	7 Week	No	30	<b>TBD</b>

<b>Fees:</b>		
Description	Amount	Charge Per
Continuous Enrollment Fee <sup>1</sup>	\$200	Per Term

## School of Education

<b>Application Fees and Deposits</b>		
Description	Amount	Charge Per
Application Fee	\$ 50	Once per Application
Deposit	\$ 200	Once per Admission

Description <sup>1</sup>	Tuition Charge Per Credit	Comprehensive Fee (Fall & Spring Terms Only)	Academic Calendar	Student Health Insurance (Required to Waive/Enroll) <sup>2</sup>	Total program credits (full time, based on program plan)	Total Anticipated Program costs (including fees) <sup>3</sup>
Master or CAGS in Education Early Childhood-Initial, Elementary Education-Initial, Middle/Secondary Education-Initial, Moderate Disabilities-Initial	\$ 500	\$150	8 Week	No	36	\$18,600
Master or CAGS in Education Reading Specialist	\$ 500	\$150	8 Week	No	30	\$15,600
Master or CAGS in Education School Leadership	\$ 500	\$150	8 Week	No	45	\$23,100
Master or CAGS in Education School Adjustment Counseling, School Counseling	\$ 500	\$150	8 Week	No	60	\$31,050
Master or CAGS in Education Early Childhood (professional License), Elementary Education	\$ 500	\$150	8 Week	No	30	\$15,600

(Professional License), Moderate Disabilities (Professional License)						
Doctor of Education (EDD): Educational Leadership & Supervision, Teaching & Learning Doctor	\$ 960	\$150	Trimester	No	60	\$58,500
Doctor of Education (EDD) Educational Leadership & Administration	\$960	\$150	Trimester	No	51	\$49,710

<b>Fees:</b>		
Description	Amount	Charge Per
Continuous Enrollment Fee <sup>1</sup>	\$200	Per Term

## School of Business, Arts and Sciences

<b>Application Fees and Deposits</b>		
Description	Amount	Charge Per
Application Fee	\$ 50	Once per Application
Deposit	\$ 200	Once per Admission

Description <sup>1</sup>	Tuition Charge Per Credit	Comprehensive Fee (Fall & Spring Terms Only)	Academic Calendar	Student Health Insurance (Required to Waive/Enroll) <sup>2</sup>
MS Cannabis Science and Commerce	\$ 675	\$150	7 Week	No
Online Program: MA Clinical Mental Health Counseling	\$ 830	\$150	Trimester	No
In-Person Program: MA Clinical Mental Health or Clinical Psychology	\$ 830	\$150	Traditional	Yes
MA Counseling Psychology	\$ 575	\$150	Trimester	No
Certificate: Criminal Justice: Criminal	\$ 525	\$150	7 Week	No

Justice Leadership and Administration				
Certificate: Criminal Justice: Homeland Security and Intelligence Studies	\$ 525	\$150	7 Week	No
Certificate: Criminal Justice: Social Justice and Public Policy	\$ 525	\$150	7 Week	No
Certificate: Criminal Justice: Victim Studies	\$ 525	\$150	7 Week	No
MS Criminal Justice	\$ 525	\$150	7 Week	No
EdD in Educational Psychology	\$ 1,010	\$150	Traditional	Yes
Online Program: EdD Mental Health Counseling	\$ 830	\$150	Trimester	No
In-Person Program: EdD Mental Health Counseling	\$ 830	\$150	Traditional	Yes
In-Person Program: EdD Mental Health & Human Development	\$ 1,010	\$150	Traditional	Yes
In-Person Program: MS Forensic Psychology	\$ 1,010	\$150	Traditional	Yes
Certificate in General Psychology	\$ 1,010	\$150	Traditional	Yes
Master of Arts in General Psychology (MA)	\$ 1,010	\$150	Traditional	Yes
Certificate in Management	\$ 675	\$150	7 Week	No
Master of Business Administration (MBA)	\$ 675	\$150	7 Week	No

<b>Fees:</b>		
Description	Amount	Charge Per
Continuous Enrollment Fee <sup>1</sup>	\$200	Per Term

**Notations (applies to all of the schools):**

<sup>1</sup>Continuous Enrollment Fee: (Courses AIC9999 and AIC9998)

- Continuous Enrollment is designated primarily for graduate students who have completed all their coursework and are working on one of the following: Dissertation, Thesis, Clinical, Internship, Externship, Capstone, Practicum or Field Based Research.
- The Continuous Enrollment fee is charged once per term and is non-refundable. Students must pay the fee prior to the end of the add/drop period. Failure to be properly enrolled in Continuous Enrollment will result in an administrative withdrawal from the College and all incomplete coursework will result in failure and possible dismissal from the program.
- Students are required to maintain Continuous Enrollment each semester, including summers for programs requiring summer work, until their degree has been conferred. Continuous Enrollment is non-credit and non-graded. Continuous Enrollment is not financial aid eligible and is not used to establish full-time enrollment.
- Students who wish to voluntarily withdraw from the college during the Continuous Enrollment portion of their program will receive a failing grade for any course carrying CIP and face possible dismissal from the program.
- Students who are currently in Continuous Enrollment are not allowed to take a Leave of Absence.

<sup>2</sup> Student Health Insurance: All student athletes are required to participate in the Student Health Insurance Program (waive or enroll) regardless of the program requirements.

<sup>3</sup> Using current tuition rate estimates and includes the comprehensive fee per term. Rates subject to change annually. Totals do not include room and board, health insurance, books, or other associated expenses.

### Administrative Fees and Parking Fees

Description	Amount	Charge Per
Apostille Seal (only if needed for International Diploma)	\$ 6	Each
Diploma Replacement Fee	\$ 75	Each
Returned Check Fee	\$ 25	Each
Student Parking Resident	\$ 135	Term plus a Yearly \$7.95 fee
Student Parking Commuter	\$ 75	Term plus a Yearly \$7.95 fee
Transcript	\$ 12.50*	Each degree *\$1 additional charge for an electronic transcript
Transcript Fee – International Overnight	\$ 102.50	Each degree
Transcript Fee – Overnight	\$ 52.50	Each degree

### Tuition 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 by May 1 in order to hold the student’s place in the entering class. Where circumstances merit, requests for an extension of the deposit deadline may be granted at the discretion of the 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. Meal plan changes may be made with the Office of Residence Life during the add-drop period at the start of each term.

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 Office of Residence Life. 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 Buzz Bucks, 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 Halls (per Term)

Building	Single by Design	Single Buyout <sup>3</sup>	Double	Triple by Design	Single Due to Vacancy Upcharge <sup>2</sup>
Acorn Graduate Apts.	\$6,700	N/A	N/A	N/A	N/A
Acorn Undergraduate Apts.	N/A	\$7,555	\$5,595	N/A	\$840
Graduate Annex	\$6,700	N/A	\$5,595	N/A	\$840
Broadhurst	\$5,675	\$6,385	\$4,730	N/A	\$710
Edgewood	\$5,930	\$6,670	\$4,940	\$4,340	\$740
Hines <sup>1</sup>	\$5,210	\$5,860	\$4,340	N/A	\$650
Magna <sup>1</sup>	N/A	\$5,860	\$4,340	\$4,340	\$650
Pouch <sup>1</sup>	\$5,210	\$5,860	\$4,340	N/A	\$650
Street <sup>1</sup>	\$5,210	\$5,860	\$4,340	N/A	\$650

**SINGLE BY DESIGN:** This is a room constructed and intended for one person. This includes one set of furniture and enough space for one person's personal belongings.

**SINGLE BUYOUT:** This room is constructed and intended for two people, however only one person is living in this space. Because that one person then has access to two set of furniture, and twice the designed space, they are charged an increased rate proportional to the hall's configuration.

**SINGLE DUE TO VACANCY:** When a student has lived with a roommate for more than 50% of the fall semester, and they return to their housing assignment in the spring but their roommate has moved out, leaving a vacancy, the remaining student is offered to buyout the room for a discounted rate. If the student does not elect into this offer, they may either pull a roommate into their room, or they may move into another room.

## Residence Charges and Meal Plans 2025-2026 (Per Term- Fall/Spring)

Please contact Residence Life for additional information on Residence Halls and Meal Plans. Complete policies are listed in the Housing Agreement and Student Handbook.

**SINGLE BY DESIGN:** This is a room constructed and intended for one person. This includes one set of furniture and enough space for one person's personal belongings.

**SINGLE BUYOUT:** This room is constructed and intended for two people, however only one person is living in this space. Because that one person then has access to two set of furniture, and twice the designed space, they are charged an increased rate proportional to the hall's configuration.

**SINGLE DUE TO VACANCY:** When a student has lived with a roommate for more than 50% of the fall semester, and they return to their housing assignment in the spring but their roommate has moved out, leaving a vacancy, the remaining student is offered to buyout the room for a discounted rate. If the student does not elect into this offer, they may either pull a roommate into their room, or they may move into another room.

Summer	Per week
Double Room	\$175

Daily rate for moving in early/staying late is \$45

### Meal Plans:

Meal Plan Description	Term	Academic Year	Who May Purchase
<b>Residential Meal Plans</b>			
Unlimited + \$300 Dining Dollars Includes 7 Meal Exchange swipes per week to be used in the Hive <sup>1</sup>	\$ 4,375	\$ 8,750	Minimum required for all First-year students living anywhere on campus. All other undergraduate and Graduate students may purchase this plan.
14 Meals per Week + \$200 Dining Dollars Includes 5 Meal Exchange swipes per week to be used in the Hive <sup>1</sup>	\$3,575	\$ 7,150	Minimum required for all non First-Year undergraduate students living in any hall except the Acorn Complex. Graduate students may purchase.
125 Block + \$200 Dining Dollars Includes 5 Meal Exchange swipes per week to be used in the Hive <sup>1</sup>	\$ 2,260	\$ 4,520	Optional plan for Undergraduate students living in Acorn Complex (non First-Year). Graduate students may purchase.
75 Block + \$100 Dining Dollars	\$ 1,355	\$ 2,710	Minimum required for all undergraduate students living in the Acorn Complex (non

Includes 5 Meal Exchange swipes per week to be used in the Hive <sup>1</sup>			First-Year) and all graduate students living in any hall except the Acorn Complex.
<b>Commuter Meal Plan</b>			
30 Block + \$200 Dining Dollars Includes 5 Meal Exchange swipes per week to be used in the Hive <sup>1</sup>	\$ 625	\$1,250	Optional for commuter students only. Students may also choose a residential meal.

<sup>1</sup>Each swipe in the Dining Commons OR in the Hive will be counted as a fill “meal swipe”

### How Meal Plans Work:

- Meal Plans are active during the fall and spring semesters.
- Meal plan swipes may be used in the Dining Commons.
- Unused meal plan swipes will expire at the end of each semester.
- Dining Dollars may be used in the Hive Food Court, located in the Schwartz Campus Center.
- Unused Dining Dollars will roll over from the fall to the spring semester.
- All unused Dining Dollars will expire at the end of the spring semester or upon your departure from AIC for the year (whichever is earlier)

### Important Notes on the Meal Plan Waiver or Reduction Request Form:

Requests due to medical accommodation needs will need **supportive documentation from a medical provider, and an approval letter from the Center for Accessibility Services and Academic Accommodations.**

Reduction Requests must be made prior to the last day of the Add/Drop Period of each semester. Please see the AIC Academic Calendar for the date of the last day of the Add/Drop Period.

### Fees:

Fees	Amount	Charge Per
Off-Campus Res. Education -Non Compliance Fine	\$ 300	per occurrence
Residency Requirement Non Compliance Fee	\$ 5,000	per occurrence
Cancellation Fee 1 (Eligible to live off campus)-early notice	\$ 100	per occurrence
Cancellation Fee 2 (Eligible to live off campus)-late notice	\$ 500	per occurrence
Cancellation Fee 3 (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. 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.

The Commonwealth of Massachusetts mandates that all matriculated full-time and three-quarter-time students attending an institution of higher education who are not enrolled solely in short term courses or in an online program must be enrolled in a qualifying Student Health Plan that meets established minimum benefit guidelines. The regulation and additional information can be accessed on the [Massachusetts Health Connector](#).

All students who meet the eligibility requirements are automatically enrolled in and charged for the AIC Student Health Insurance Plan.

AIC automatically applies the insurance fee but it may be waived during the yearly posted waiver periods 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.

*\*This is a brief overview of the plan and additional terms and conditions apply. Contact Student Accounts for complete plan information. The policy information and applicable waiver periods are posted on the [my.aic.edu](http://my.aic.edu) portal.*

# Student Accounts Policy and Procedures

College statements are issued beginning in June for the fall term and in December for the spring term. Students are expected to view their statements online via the myAIC portal.

## Book Vouchers

Students may request book vouchers to be used at the AIC Campus Store from the Student Accounts Office. Vouchers may be issued to students with an anticipated credit balance due to awarded financial aid. Vouchers may only be used to purchase books and supplies (paper, pens, etc.). Vouchers cannot be used for uniforms, equipment, or non-course related items. Vouchers will not be issued based on anticipated credits due to the monthly payment plan or for financial aid recipients who have not completed all required forms/procedures in order to receive their financial aid.

## Methods of Payment

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

- a. Approved financial aid loans and grants
- b. Direct payment by check, electronic payments, Visa, Mastercard, American Express or Discover.
- c. Enrolling in an authorized monthly payment plan through AIC’s authorized vendor
- d. International students must make full payment prior to arrival.

## Refund Checks

Refunds created by federal student aid are automatically issued within 14 days of the receipt of the aid or the start of the semester, whichever is later.

All other refunds must be requested by the student and are subject to review by Student Accounts. Refunds are limited to the total credit balance for all semesters for which the student has been billed.

In all cases refunds are issued in accordance with regulatory requirements and the choices made by the student on the Student Account Authorization form. Refunds are only issued based on funds that have been applied (received) and not on awarded but unapplied (unreceived) funds or payments.

## Policies

### Payment of Fees/ Promise to Pay

Students accept full responsibility to pay all tuition, fees and other associated costs assessed as a result of any registrations and/or receipt of services. Registration and/or receipt of services constitutes a promissory note agreement (i.e., a financial obligation in the form of an educational loan as defined by the U.S. Bankruptcy Code at 11 U.S.C. §523(a)(8)) in which

AIC is providing educational services and deferring some or all payment obligation for those services. Students agree to pay for all assessed tuition, fees and other associated costs by the published or assigned due date.

Students who drop or withdraw from some or all of the classes for which they are registered will be responsible for paying all or a portion of tuition and fees in accordance with the published tuition refund schedule as published on the myAIC portal on the Office of Student Accounts page. Students are responsible for reading the terms and conditions of the published tuition refund schedule. Failure to attend class or receive a bill does not absolve students of their financial responsibility as described above.

### **Billing**

AIC uses electronic billing (e-bill) as its official billing method, and students are responsible for viewing and paying their student account e-bill by the scheduled due date. Failure to review the e-bill does not constitute a valid reason for not paying a bill on time.

Administrative, clerical or technical billing errors do not absolve students of their financial responsibility to pay the correct amount of tuition, fees and other associated financial obligations assessed as a result of registrations at AIC. If a payment made to the student account is returned by the bank for any reason, students agree to repay the original amount of the payment plus a returned payment fee.

### **Financial Aid**

Aid described as “estimated” on a Financial Aid Award or “awarded” on a Student Billing Statement does not represent actual or guaranteed payment but is an estimate of the aid that may be received if all requirements stipulated by that aid program are met. The Financial Aid Award is contingent upon continued enrollment and attendance in each class for which the financial aid eligibility was calculated. If a student drops or withdraws from any class before completion, the financial aid eligibility may decrease and some or all of the financial aid awarded may be revoked. If some or all of the financial aid is revoked due to a dropped, withdrawn or failed to attend class, students are responsible for repaying all revoked aid that was disbursed to the account that resulted in a credit balance that was refunded to them.

Awards, Scholarships, and Grants: All awards, scholarships and grants awarded by AIC will be credited to the student account and applied toward any outstanding balance. Receipt of an award, scholarship or grant is considered a financial resource according to federal Title IV financial aid regulations, and may therefore reduce eligibility for other federal and/or state financial aid (i.e., loans, grants, Federal Work Study) which, if already disbursed to the student account, must be reversed and returned to the aid source.

### **Delinquent Accounts/ Collections**

**Financial Hold:** Failure to pay the student account bill or any monies due by the scheduled due date, will result in the placement of a financial hold on the student account, preventing students from registering for future classes, requesting transcripts, receiving a diploma, and/or other official college documents.

**Non-Payment:** Multiple returned payments and/or failure to comply with the terms of any payment plan or agreement signed with AIC may result in cancellation of classes and/or suspension of eligibility to register for future classes at AIC. In addition, students may be excluded from commencement exercises, college activities, athletic programs, removed from the residence halls, and have meal plans cancelled. No refunds will be given for services that are withheld due to overdue financial obligations. The college also reserves the right to withdraw a student from the college with all of the withdrawal policy regulations in effect.

**Collection Fees:** Failure to pay the student account bill or any monies due to AIC by the scheduled due date, and failure to make acceptable payment arrangements to bring the account current, may result in AIC referring the delinquent account to a collection agency/attorney. If AIC refers my student account balance to a third party for collection, whether an attorney or collection agency, the student will be responsible for any costs (including but not limited to collection fees) associated with attempting to collect the monies due and owing. A collection fee will be assessed and will be due and owing in full at the time of the referral to the third party. The collection fee will be calculated at the maximum amount permitted by applicable law but not to exceed {50 percent} of the amount outstanding. For purposes of this provision, the third party may be a debt collection company or an attorney. If a lawsuit is filed to recover an outstanding balance, the student will also be responsible for any costs associated with the lawsuit such as court costs or other applicable costs. Finally, the delinquent account may be reported to one or more of the national credit bureaus.

### **Communication**

**Method of Communication:** AIC uses the AIC e-mail account as an official method of communication with students, and therefore students are responsible for reading the e-mails received from AIC on a timely basis.

**Contact:** AIC and its agents and contractors may contact students at their current and any future cellular phone number(s), email address(es) or wireless device(s) regarding the delinquent student account(s)/loan(s), any other debt owed to AIC or to receive general information from AIC. AIC and its agents and contractors are authorized to use automated telephone dialing equipment, artificial or pre-recorded voice or text messages, and personal calls and emails, in their efforts to contact students. Students may withdraw their consent to call a cellular phone by submitting a Change of Address form to the Registrar's Office or by completing the appropriate notification to its agents or contractors.

**Updating Contact Information:** Students are responsible for keeping their AIC records up to date with current physical addresses, email addresses, and phone numbers by following the procedure on the my.AIC.edu portal on the Office of the Registrar's page. Upon leaving AIC for any reason, it is the student's responsibility to provide AIC with updated contact information for purposes of continued communication regarding any amounts that remain due and owing to AIC.

### **Veterans Benefits and Transition Act of 2018 effective August 1, 2019:**

Educational institutions must allow GI Bill and VR&E beneficiaries (Chapter 33 and Chapter 31 beneficiaries) to attend a course of education or training during the period beginning on the date

on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance and ending on the earlier of the following dates:

- The date on which the secretary provides payment for such course of education to the institution
- The date that is 90 days after the date on which the educational institution certifies for tuition and fees following receipt from the student such certificate of eligibility.

Educational institutions will not impose any penalty, including assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment to be provided by the Secretary under chapter 31 or 33 of this title.

Educational Institutions may require an individual to submit a certificate of eligibility for entitlement to educational assistance no later than the first day of a course of education for which the individual wishes to use the entitlement of educational assistance.

## **Student Account Withdrawal Refund Policies**

### **Course Drop/ Withdrawal Refund Schedule:**

This policy applies to students who drop and/or withdraw from individual courses in a semester while maintaining a status of being an enrolled student <sup>1, 2, 3</sup>

Traditional and Trimester Academic Calendars:

- Prior to start of sessions and through the Add/Drop period: 100% refund of tuition and comprehensive fee
- After add/drop: No Refund of Tuition or Comprehensive Fee\*

*\*Traditional Calendar Summer Sessions: after Add/Drop: 50% refund of tuition through day 15 (6 week sessions only)*

7 Week Modular and School of Education 8 Week Cohort Academic Calendars:

- Prior to start of sessions and through the Add/Drop period: 100% refund of tuition. The comprehensive fee is 100% refunded only if all courses for all sessions within the term are dropped within the add/drop period.
- After add/drop and through day #18 of the session: 50% refund of tuition. The comprehensive fee will not be prorated.

Notes:

<sup>1</sup>An unofficial withdrawal may occur if a student drops/withdraws from all courses in a semester or withdraws from all courses in a session within a semester and then the withdrawal refund policy will apply.

<sup>2</sup>Military Personnel please refer to the Service Members section of the withdrawal policy for special accommodations for service members who must withdraw from all courses due to military orders.

<sup>3</sup>Courses that are facilitated through a contractual agreement with another college or via a vendor are subject to the withdrawal policies of the agreement/vendor. In most cases, this means that if a course is not dropped prior to the start date of the course, then no refund will be issued.

**How to Count the Days:** All days are counted, including weekends and holidays. If a class begins on a Monday, then Monday is day #1, Tuesday is day #2, Wednesday is day #3, and so on. Institutional charges and institutional financial aid are prorated based on the start date and end dates for the entire session of the academic period as per the academic calendar. For modular programs, each sub-session is calculated separately and the start and end dates for each sub-session is utilized. The dates used are the session dates and NOT individual course start and end dates. The dates are calendar based and include weekdays, weekends, and holidays

**Withdrawal from the College Refund Schedule:**

All students who elect to leave American International College for reasons other than graduation MUST officially withdraw from the institution.

Students who withdraw prior to the end of the add/drop period for term (or session) will receive a 100% reversal of tuition, fees, residence hall and meal charges.

A limited pro-rate schedule specific to each academic calendar is applied for all withdrawals from the college that occur after the add/drop period.

**Withdrawal Refund Schedules**

<b>WITHDRAWAL FROM AIC: TRADITIONAL CALENDAR<sup>5</sup></b>						
Session(s)	Weeks/Days	% Returned Tuition <sup>3</sup>	% Returned Comprehensive Fee <sup>2</sup>	% Returned Room and Board <sup>1</sup>	% Institutional Financial Aid Returned <sup>4</sup>	% Federal Financial Aid Returned <sup>6</sup>
<b>Fall &amp; Spring</b>	Prior to the start of the session	100%	100%	100%	100%	100%
	During Add/Drop	100%	No Refund	100%	100%	Per day proration
	After Add/Drop and through Day #14	80%	No Refund	80%	80%	Per day proration
	Week 3 (Days 15-21)	60%	No Refund	60%	60%	Per day proration
	Week 4 (Days 22-28)	40%	No Refund	40%	40%	Per day proration
	Week 5 (Days 29-35)	20%	No Refund	20%	20%	Per day proration
	Week 6 (Day 36+) through the 60% date of the semester	No Refund	No Refund	No Refund	No Refund	Per day proration
	As of the 60% date and through the end of the semester	No Refund	No Refund	No Refund	No Refund	No Refund
<b>Inter-session</b>	Prior to the start of the session	100%	100%	100%	100%	Not federal aid eligible

	First Day of Session	100%	100%	As per housing contract	100%	Not federal aid eligible
	Day 2 of session and after	No Refund	No Refund	As per housing contract	No Refund	Not federal aid eligible

<b>Summer</b>	Prior to the start of the session	100%	100%	100%	100%	100%
	During Add/Drop	100%	100%	As per housing contract	100%	Per day proration
	After Add/drop to day #15	50%	No Refund	As per housing contract	50%	Per day proration
	Day # 16 and through the 60% date	No Refund	No Refund	As per housing contract	No Refund	Per day proration
	60% date and through the end of semester enrollment period	No Refund	No Refund	No Refund	No Refund	No Refund

### WITHDRAWAL FROM AIC: TRIMESTER CALENDAR<sup>5</sup>

Session(s)	Weeks/Days	% Returned Tuition	% Returned Comprehensive Fee <sup>2</sup>	% Returned Room and Board <sup>1</sup>	% Institutional Financial Aid Returned <sup>4</sup>	% Federal Financial Aid Returned <sup>6</sup>
<b>Fall &amp; Spring &amp; Summer</b>	Prior to the start of the session	100%	100%	100%	100%	100%
	During Add/Drop	100%	100%	Room & Board is contracted on a yearly basis <sup>1</sup> Summer: As per housing contract	100%	Per day proration
	After Add/Drop and through Day #14 (this is usually only a few days)	80%	No Refund	Room & Board is contracted on a yearly basis <sup>1</sup> Summer: As per housing contract	80%	Per day proration
	Week 3 (Days 15-21)	60%	No Refund	Room & Board is contracted on a yearly basis <sup>1</sup> Summer: As per housing contract	60%	Per day proration
	Week 4 (Days 22-28)	40%	No Refund	Room & Board is contracted on a yearly basis <sup>1</sup>	40%	Per day proration

				Summer: As per housing contract		
	Week 5 (Days 29-35)	20%	No Refund	Room & Board is contracted on a yearly basis <sup>1</sup> Summer: As per housing contract	20%	Per day proration
	Day # 16 and through the 60% date	No Refund	No Refund	No Refund	No Refund	Per day proration
	As of the 60% date and through the end of the semester	No Refund	No Refund	No Refund	No Refund	No Refund

**WITHDRAWAL FROM AIC: SCHOOL OF EDUCATION (SOE)<sup>5</sup>**

Session(s)	Weeks/Days	% Returned Tuition	% Returned Comprehensive Fee <sup>2</sup>	% Returned Room and Board <sup>1</sup>	% Institutional Financial Aid Returned <sup>4</sup>	% Federal Financial Aid Returned <sup>6</sup>
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<b>Fall &amp; Spring</b>  & Summer	Prior to the start of the sub-session	100%	100%	100%	100%	100%
	During Add/Drop	100%	100%	Room & Board is contracted on a yearly basis <sup>1</sup>	100%	Per day proration
	After Add/drop to day #18	50%	No Refund	Room & Board is contracted on a yearly basis <sup>1</sup>	50%	Per day proration
	Day # 19 and through the 60% date	No Refund	No Refund	Room & Board is contracted on a yearly basis <sup>1</sup>	No Refund	Per day proration
	60% date and through the end of semester enrollment period	No Refund	No Refund	No Refund	No Refund	No Refund

### WITHDRAWAL FROM AIC: 7 Week Calendar<sup>5</sup>

Session(s)	Weeks/Days	% Returned Tuition	% Returned Fees <sup>2</sup>	% Returned Room and Board <sup>1</sup>	% Institutional Financial Aid Returned <sup>4</sup>	% Federal Financial Aid Returned <sup>6</sup>
<b>Fall &amp; Spring &amp; Summer</b>	Prior to the start of the sub-session	100%	100%	100%	100%	100%
	During Add/Drop	100%	100%	Room & Board is contracted on a yearly basis <sup>1</sup>	100%	Per day proration
	After Add/drop to day #18	50%	No Refund	Room & Board is contracted on a yearly basis <sup>1</sup>	50%	Per day proration
	Day # 19 and through the 60% date	No Refund	No Refund	Room & Board is contracted on a yearly basis <sup>1</sup> .	No Refund	Per day proration
	60% date and through the end of semester enrollment period	No Refund	No Refund	No Refund	No Refund	No Refund

**How to Count the Days:**

All days are counted, including weekends and holidays. If a class begins on a Monday, then Monday is day #1, Tuesday is day #2, Wednesday is day #3, and so on.

Institutional charges and institutional financial aid are prorated based on the start date and end dates for the entire session of the academic period as per the academic calendar. For modular programs, each sub-session is calculated separately and the start and end dates for each sub-session is utilized. The dates used are the session dates and NOT individual course start and end dates. The dates are calendar based and include weekdays, weekends, and holidays.

**Notes:**

<sup>1</sup> Room & Board is contracted on a yearly basis. The proration will follow the Traditional Undergraduate Schedule session dates. Students who are administratively or involuntarily withdrawn from the college will be pro-rated for room and board based on the check-out date for the room (a 24 hour grace period is provided). Intersession, Summer, and breaks between the sessions are not part of the withdrawal policy and are subject to pricing as per the housing agreement contract for these periods.

<sup>2</sup> Fees: The comprehensive fee on the Traditional calendar is pro-rated after the add/drop period only for full-time undergraduate students. AIC Student Health Insurance Plan fee is contracted on an annual basis. Please refer to the health insurance contract for questions in regards to eligibility and fee proration.

<sup>3</sup>Withdrawal Fee: Applied only to undergraduate students

<sup>4</sup>Fees included in the pro-rate are Program Fees and Supportive Services Fees.

<sup>5</sup>Courses that are facilitated through a contractual agreement with another college or via a vendor are subject to the withdrawal policies of the agreement/vendor. In most cases, this means that if a course is not dropped prior to the start date of the course, then no refund will be issued.

<sup>6</sup>Refer to the Federal Financial Aid section for details.

## **Resident Students**

Upon withdrawal, a resident student should immediately contact the Office of Residence Life and follow all procedures for checking out of the room. Students have 48 hours after a voluntary withdrawal and 24 hours after an involuntary withdrawal to complete the check-out process.

## **Application of Refund Policies**

After the withdrawal, American International College will complete the withdrawal refund calculations. Students who are dismissed or suspended from the college and/or from college housing for disciplinary reasons or violation of local, state and/or federal law are not entitled to any proration of tuition, room, board or fees. They will be held responsible for all institutional charges, disciplinary fines, and any other charges that are applied to their account. However, please note that the financial aid package will be recalculated according to federal & state regulations. Students are fully responsible for any financial obligation to the college as a result of a withdrawal. Charges that may have been previously covered by federal program assistance may become due and payable to the College. All college policies for financial obligations, including the responsibility for collection and legal fees are enforced.

## **Federal Financial Aid:**

Federal law specifies how to determine the amount of Title IV program assistance (aid) that is earned if a student withdraws. The Title IV programs that are covered by this law are: Federal Pell Grants, Iraq and Afghanistan Service Grants, TEACH Grants, Direct Loans, Direct PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans.

Though the aid is posted to your account at the start of each period of enrollment or payment period (period), the aid is earned during the period. If a withdrawal occurs prior to the completion of the period then the amount of aid that is earned is determined on a pro rata basis. For example, if 30% of the period is completed at the time of withdrawal then the earned amount is 30% of the aid is considered to be earned. All of the aid that was scheduled to be received is considered to be fully earned once more than 60% of the period is completed.

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

Unearned federal financial aid must be returned to the fund source. There is a scheduled order of return, up to the net amount disbursed for the period. Funds must be returned within 45 days of the date that the college determined that the student withdrew. In other words, if 70% of the federal aid is unearned and must be returned, then it will be returned in the order as listed below.

- Unsubsidized Direct Loans (other than PLUS loans)
- Subsidized Direct Loans
- Federal Perkins Loans

- Direct PLUS loans
- Federal PELL Grants for which a return is required
- Federal Supplemental Educational Opportunity Grants (FSEOG) for which a return of funds is required
- TEACH Grants for which a return is required
- Iraq and Afghanistan Service Grant for which a return is required

**Post Withdrawal Disbursements:**

Students may be eligible for a post-withdrawal disbursement of program assistance. Students will be sent notifications of eligibility and instructions for accepting or declining post-withdrawal disbursements of loans within 30 days of the date the college determined that the student withdrew.

**Other Aid Sources**

Other sources of aid that do not fit into the institutional aid or federal aid guidelines may be prorated or returned to the issuing party based upon applicable regulations.

**Service Members:**

**Tuition Assistance Students:**

If you withdraw from the college prior to completing 60% of the semester due to a military service obligation AIC will make the following accommodations to the Withdrawal Schedule for tuition related to the unearned portion of your Tuition Assistance (TA) funds upon receipt of the military orders as outlined below for all service members.

- 8 Week Calendar: Tuition Assistance students will have a 10% return rate of tuition from day #19 through the 60% completion date.
- 7 Week Calendar: Tuition Assistance students will have a 10% return rate of tuition from day #19 through the 60% completion date.
- Trimester Calendar: Tuition Assistance students will have a 10% return rate of tuition from day #36 through the 60% completion date.
- Traditional Calendar:
  - Fall/Spring Semesters: Tuition Assistance students will have a 10% return rate of tuition from day #36 through the 60% completion date
  - Intersession Semester: Tuition Assistance students will have a 10% return rate of tuition from day #2 through the 60% completion date
  - Summer Semester: Tuition Assistance students will have a 10% return rate of tuition from day #16 through the 60% completion date

**All Service Members:**

Special accommodations will be made for military personnel that must withdraw due to receiving military orders that require them to serve during the session/sub-session.

- A copy of the military orders must be provided to the college.
- The dates of the orders must be within the session/sub-session and significantly affect the ability to complete the session/sub-session.

The college will work with each student to identify solutions or adjust the institutional refund policy so that a (1) student debt for the returned portion of Tuition Assistance is not created (2) to reduce any outstanding obligation to the college.

**All policies and rates are subject to change at any time. Changes will be posted to the myAIC portal.**

# 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.

May 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 class rank and high school grade point average. Scholarships range from \$20,000 to \$30,000 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.

<b>Year in School</b>	<b>Dependent Undergraduate</b>	<b>Independent Undergraduate</b>	<b>Graduate</b>
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).

# Graduate Business

## **Business Administration (MBA)**

The MBA program is designed to develop future managers through an emphasis on academic excellence and business effectiveness. The curriculum provides students with an understanding of the economic, functional, behavioral, legal, ethical and quantitative aspects of the practice of business administration in a competitive market economy. Students are exposed to the common body of knowledge and the concepts and techniques involved in the various areas of business. The program stresses development of decision-making skills, analytical approaches to solving business problems, and an appreciation of the relationships between technology and people in profit-seeking and non-profit organizations. The curriculum prepares students for managerial positions and enhances the managerial skills of senior or general managers. The culmination of the program is the MBA Capstone, in which students pull together the knowledge gained in the program by creating a comprehensive business plan to start their own business.

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, January, or May and attend classes with the same group of students until they graduate from the program. Students typically complete the MBA program in one or two years, in either a hybrid/on-campus or asynchronous/online modality.

The MBA program has received accreditation through the International Accreditation Council for Business Accreditation (IACBE).

### **Learning Outcomes**

Upon successful completion of the program, student will be able to:

- critique problems in business situations
- formulate plans based on integrated business theory and practice
- apply quantitative techniques to make better financial decisions
- create effective written documents
- compose and deliver clear, compelling, and professional oral presentations
- interact professionally as members of a team
- critique social responsibility issues in business contexts
- differentiate plans based on cultural/global differences

### **Requirements**

MGT5210	Organizational Behavior
MKT5210	Managerial Marketing
ECO5210	Managerial Economics
MGT5250	Human Resource Management
MGT5270	Information Systems for Business Strategy
IBS6110	International Business
ACC5300	Managerial Accounting
MGT5230	Quantitative Analysis for Decision Making

FIN5210	Managerial Finance
MGT5240	Operations Management
MGT6410	Strategic Management
MGT6999	The MBA Capstone

**Graduate Certificate in Management**

MGT5210	Organizational Behavior
MKT5210	Marketing Management
ACC5300	Managerial Accounting
MGT5250	Human Resource Management
ECO5210 or	Managerial Economics
FIN5210	Managerial Finance

15 credits, 5 courses

# 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:

- Clinical Mental Health Counseling (MA)
- Forensic Psychology (MS)
- General Psychology (MA)

- Doctoral Program in Mental Health Counseling (EdD)
- Doctoral Program in Mental Health and Human Development (EdD)

# Graduate Psychology Master's Programs

## Clinical Mental Health Counseling (MA)

This program is based on an integrated curriculum intended to produce clinicians trained in theory, research, and clinical skills. Students accepted into the Master of Arts program can elect to specialize in mental health counseling or mental health counseling with a forensic psychology concentration.

The Clinical Mental Health Counseling 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 counseling 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 Clinical Mental Health Counseling 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 counseling 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.

Due to state licensing requirements, transfer credits may not be permitted. Students 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 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. For specific information, your state or provincial certification/licensing board should be contacted.

### Learning Outcomes

- Students will develop competencies in their knowledge of human development and psychological and psychopathological assessment, diagnosis, case conceptualization and treatment planning in relation to mental health counseling.
- 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 in relation to mental health counseling.

- Students will develop competencies in their knowledge of psychotherapeutic intervention, treatment modalities and effective clinical and counseling skills in relation to mental health counseling.
- 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 to mental health counseling.
- Students will develop personal and interpersonal competency and clinical skills which are essential for mental health counselors to conduct themselves in a professional manner.

### **Requirements**

PSY5207	Applied Research Methodology and Evaluation
PSY5217	Counseling Theories, Techniques, Practice and Consultation
PSY5225	Family, Marriage and Couples Counseling and Consultation
PSY5229	Crisis Intervention and Trauma Informed Care
PSY5307	Career Development and Lifestyle Appraisal
PSY5317	Group Counseling Theories and Practice
PSY5325	Learning Theories and Behavioral Interventions
PSY5347	Psychopathology: Assessment, Diagnosis and Treatment
PSY5355	Systems and Theories in Counseling and Psychology
PSY5407	Pre-Internship Clinical Practicum
PSY5417	Human Growth and Development
PSY5418	Psychometric Tests and Measurement for Individuals and Groups
PSY5630	Human Sexuality for Counselors
PSY6410	Substance Use Disorders and Addiction Counseling
PSY6507	Issues and Ethics in Professional Orientation
PSY6517	Psychopharmacology and Substance Abuse
PSY6607	Clinical Skills in Treatment Modalities and Consultation
PSY6615	Multicultural Studies and Social Bases of Behavior
PSY6807	Mental Health Counseling Internship I
PSY6809	Mental Health Counseling Internship II
PSY5316	Principles in Forensic Psychology #
PSY5430	Assessment Techniques in Forensic Psychology #
PSY5938	Internship in Mental Health Counseling III*

Specialty Courses for ONLINE ONLY\*\*

PSY5226 Couple Counseling

PSY5319 Grief and Loss Counseling

*\*Some states may require more internship hours than others. Each student must check the requirements as stated by their state's licensure board.*

*\*\*Some states may require additional coursework. Each student must check the requirements as stated by their state's licensure board.*

*Total Required Credits (without forensic concentration): 60*

*Total Required Credits (with forensic concentration): 66*

#Forensic Concentration only

**Additional Program Notes**

Transfer credits may not be considered for the Clinical Mental Health Counseling program based on licensure requirements. Graduates of the Clinical Mental Health Counseling program may be able to transfer certain equivalent coursework to the Mental Health and Human Development doctoral program at American International College.

## **Forensic Psychology (MS)**

This program is designed for students with a baccalaureate degree who are interested in psychology, criminal behavior and the criminal justice system. The forensic psychology program is primarily concerned with the application of psychological principles and skills to the understanding of human behavior and the functioning of the legal and criminal justice system.

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

### **Learning Outcomes**

- 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 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**

PSY5036	Applied Behavioral Statistics
PSY5110	Legal Systems and Evidence Practices in Forensic Psychology
PSY5112	Psychological Aspects of the Criminal Mind and Criminal Behavior
PSY5114	Counseling Techniques in Forensic Psychology
PSY5116	Psychological and Legal Aspects of Interpersonal Violence
PSY5118	Ethical Practices in Forensic Psychology
PSY5207	Applied Research Methodology and Evaluation
PSY5347	Psychopathology: Assessment, Diagnosis and Treatment
PSY5316	Theories and Practices in Forensic Psychology
PSY5430	Assessment Techniques in Forensic Psychology
PSY5417	Human Growth and Development
PSY6889	Internship in Forensic Psychology*

*Total Credits: 36*

\*Online students will complete PSY6888 Capstone in Forensic Psychology. In certain circumstances, on-campus students may ask for permission from the program director to complete PSY6888 in lieu of PSY6889.

**Additional Program Notes:**

The Forensic Psychology program is a non-licensure program. Graduates of the Forensic Psychology program interested in furthering their education to attain licensure as a mental health counselor in Massachusetts and similar states may apply for the 66 credit Doctoral program in Mental Health Counseling at American International College. Graduates from the Forensic Psychology program may also apply to the non-licensure Mental Health and Human Development Doctoral program at American International College. The Forensic Psychology program does not meet any licensure requirements in part or whole.

## **General Psychology (MA)**

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.

Our program offers courses in abnormal psychology, human development, social psychology, cognitive psychology, physiological aspects, statistics and research methodology. Beyond these core courses students can choose to focus in other areas of interest such as forensic psychology or learning disabilities.

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.

### **Learning Outcomes**

- 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 in general psychology to enhance employment opportunities for master's level individuals

### **Requirements**

The General Psychology Program requires the completion of 8 required courses and 2 electives for a total of 30 credits.

#### *Required Courses*

PSY5036	Applied Behavioral Statistics
PSY5207	Applied Research Methodology and Evaluation
PSY5325	Learning Theories and Behavioral Interventions
PSY5347	Psychopathology: Assessment, Diagnosis and Treatment
PSY5417	Human Growth and Development
PSY6615	Multicultural Studies and Social Bases of Behavior
PSY8410	Cognitive Psychology
PSY9210	Physiological Bases of Behavior

*Plus two Elective Courses from Graduate Psychology programs*

*Total Required Credits: 30*

**Additional Program Notes**

The General Psychology program is a non-licensure program. Graduates of the General Psychology program interested in furthering their education to attain licensure as a mental health counselor in Massachusetts and similar states may apply for the 66 credit Doctoral program in Mental Health Counseling at American International College. Graduates from the General Psychology program may also apply to the non-licensure Mental Health and Human Development Doctoral program at American International College. The General Psychology program does not meet any licensure requirements in part or whole.

# Graduate Psychology Doctoral Programs

## **Mental Health Counseling (EdD)**

**Licensure Program. For students with a previous master's degree.**

The doctoral program in Mental Health Counseling provides professional preparation in applied mental health counseling. The Mental Health Counseling doctoral program is designed to meet the educational requirements for a licensed mental health counselor (LMHC) in Massachusetts, and similar professional designations in other states. Students gain experience addressing mental health issues, human dynamics and social justice for a variety of individual or group cases, 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. Due to state licensing requirements, transfer credits may not be permitted. Students 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 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. For specific information, your state or provincial certification/licensing board should be contacted.

### **Learning Outcomes**

- Students will develop competencies in lifespan development and psychopathy assessment, diagnosis, case conceptualization, and treatment planning and will apply that knowledge to the practice of mental health counseling and research.
- 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 and will apply that knowledge to the practice of mental health counseling and research.
- Students will develop competencies in counseling and psychotherapeutic interventions, treatment modalities, clinical skills, remediation and consultation and will apply that knowledge to the practice of mental health counseling and research.
- 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 and will apply that knowledge to the practice of mental health counseling and research.
- Students will develop personal and interpersonal competencies and skills essential for mental health counselors to conduct themselves in a competent and professional manner and will apply that knowledge to their practice of mental health counseling and research

### **Requirements**

PSY8217 Counseling Theories, Techniques, Practice and Consultation

- PSY8225 Family, Marriage and Couples Counseling and Consultation
- PSY8227 Crisis Intervention and Trauma Informed Care
- PSY8307 Career Development and Lifestyle Appraisal
- PSY8317 Group Counseling Theories and Practice
- PSY9418 Psychometric Tests and Measurement for Individuals and Groups
- PSY8355 Systems and Theories in Counseling and Psychology
- PSY9410 Substance Use Disorders and Addiction Counseling
- PSY8507 Issues and Ethics in Professional Orientation
- PSY8607 Clinical Skills in Treatment Modalities and Consultation
- PSY8517 Psychopharmacology and Substance Abuse
- PSY8340 Racial, Multi-Cultural and Social Bases of Behavior
- PSY9220 Bivariate and Multivariate Applied Research Methods and Evaluation
- PSY9949 Studies in Human Lifespan Development
- PSY9950 Studies in Psychopathology Assessment, Diagnosis and Intervention

*Practicum and Internship Requirements*

- PSY8219 Practicum in Mental Health Counseling
- PSY8518 Internship in Mental Health Counseling I
- PSY8519 Internship in Mental Health Counseling II
- PSY9938 Internship in Mental Health Counseling III\*

*Dissertation Requirements*

- PSY9951 Dissertation in Mental Health Counseling I (6 Credits)
- PSY9952 Dissertation in Mental Health Counseling II (6 Credits)

**Total required Credits: 66**

Specialty Courses for ONLINE ONLY\*\*

- PSY8226 Couple Counseling
- PSY8319 Grief and Loss Counseling

*\*Some states may require more internship hours than others. Each student must check the requirements as stated by their state's licensure board.*

*\*\*Some states may require additional coursework. Each student must check the requirements as stated by their state's licensure board.*

**Additional Program Notes**

One semester 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 information. Transfer credits may not be considered for licensure track due to licensure requirements in Massachusetts. Students with a Master's degree in a related field and seeking licensure must complete a minimum of 66 credits.

## **Mental Health and Human Development (EdD)**

### **Non-Licensure Program. For students with a previous master's degree.**

The doctoral program in Mental Health and Human Development provides doctoral level preparation in mental health practices and provides an in-depth understanding of human development at the doctoral level in relation to serving diverse populations. This is a non-licensure program. Students in this non-licensure program will address mental health issues, human dynamics and social justice for a variety of cases, institutions or work places. The program is based on a balanced sequential scientist/practitioner model and emphasizes the interrelatedness of theory, research, and practice.

The Mental Health and Human Development program is geared towards individuals with a previous master's degree who aspire to increase their knowledge and expertise in the field of mental health and human development across the lifespan. Students in the Mental Health and Human Development program may already be licensed, in the process of becoming licensed or are not interested in licensure. The doctoral students in this program come from a variety of human services fields and are interested in addressing important topics in relation to mental health and human development in particular for at-risk populations.

### **Learning Outcomes**

- Students will develop competencies in lifespan growth/development and assessment, diagnosis, case conceptualization, and treatment planning for culturally, psychologically, intellectually and developmentally diverse individuals through the applied understanding of mental health and human development.
- Students will develop competencies in individual and cultural differences, in order to provide ethical and culturally sensitive services to diverse individuals, populations and organizations.
- Students will develop competencies in mental health and psychotherapeutic interventions, treatment strategies, clinical skills and consultation for culturally, psychologically, intellectually and developmentally diverse individuals and groups.
- Students will develop written and oral competencies in scientific methodology and the application of these competencies to research and practices in mental health, human development, counseling and other scholarly activities.
- Students will develop personal and interpersonal competencies and skills essential for mental health and human development professionals to conduct themselves in a competent and professional manner in serving diverse individuals and groups.

### **Requirements**

PSY8036	Applied Behavioral Statistics
PSY8217	Counseling Theories, Techniques, Practice and Consultation
PSY8338	Diagnostic Cognitive Assessment: WAIS/WISC
PSY8330	Theories of Learning Disabilities

PSY9410	Substance Use Disorders and Addiction Counseling
PSY8607	Clinical Skills in Treatment Modalities and Consultation
PSY8340	Racial, Multi-Cultural and Social Bases of Behavior
PSY8410	Cognitive Psychology
PSY8520	Seminar in Learning Disabilities
PSY9210	Physiological Basis of Behavior
PSY9220	Bivariate and Multivariate Applied Research Methods and Evaluation
PSY9949	Studies in Human Lifespan Development
PSY9950	Studies in Psychopathology Assessment, Diagnosis and Intervention
PSY8238	Practicum in Psychology-Non-Licensure
PSY8538	Internship-Non-Licensure I
PSY8539	Internship -Non-Licensure II

*Dissertation Requirements*

PSY9951	Dissertation in Mental Health Counseling I (6 Credits)
PSY9952	Dissertation in Mental Health Counseling II (6 Credits)

**Total required Credits: 60**

**Additional Program Notes**

One semester of practicum and two semesters of internship are required for the degree. Total number of hours for practicum and internship is dependent on the topic the student is addressing. This program is a non-licensure program and does not meet the requirements for any license in whole or part. Students are responsible for ensuring they meet any licensure requirements based on their past programming or previous degrees.

# Additional Programs

## **Criminal Justice (MS)**

The Master of Science in Criminal Justice program is dedicated to cultivating a community of professionals who are committed to advancing the field of criminal justice. Through rigorous academic inquiry, innovative research, and comprehensive coursework, students are equipped with the knowledge, critical thinking skills, ethical foundations, and practical insights to navigate the complex landscape of criminal justice.

Guided by a holistic approach, the mission of the program is to foster a deep understanding of the multifaceted issues within the criminal justice system, including law enforcement, legal processes, corrections, policy development, and social justice. The program seeks to produce graduates who demonstrate unwavering dedication to upholding the principles of fairness, equity, and accountability in their respective roles, and who are empowered to effect positive change in their communities and contribute to the ongoing evolution of the criminal justice field.

Ultimately, the goal is to nurture informed and proactive leaders who will drive advancements in criminal justice policy and practice. With a steadfast commitment to excellence, integrity, and social responsibility, the graduate criminal justice program aspires to shape the future of the field by producing graduates who are both visionary thinkers and dedicated agents of positive transformation.

The MS in Criminal Justice offers students the ability to focus on an area of interest unique to their career goals by completing one of four optional specializations: Social Justice & Public Policy, Victim Studies, Executive Leadership, Homeland Security, and Intelligence Studies, allowing them to focus on an area of interest unique to their career goals. These specializations can also be completed as a certificate for those interested in enhancing their educational goals and learning activities which overlap across disciplines but remain connected by a single shared subject.

The curriculum consists of six core courses and elective courses to satisfy the credit requirements for each of two tracks. The 30-credit mid-career track is offered to those with an appropriate bachelor's degree and at least four years of experience working as a professional in a criminal justice field. Students admitted to this track complete the six required courses and four elective courses. Those students with an appropriate bachelor's degree that lack four years of experience in the field complete 36 credits, consisting of six core and six elective courses.

The Master of Science in Criminal Justice program is certified by the Massachusetts Board of Higher Education to meet the standards of the Police Career Incentive Pay Program (PCIPP). Such approval makes graduates of the program eligible for police

career incentive pay increases as outlined in the PCIPP, formally known as the “Quinn Bill”.

### **Learning Outcomes**

- Students will have the ability to evaluate and assess the merits of varying criminological and crime justice theories in relation to crime prevention and control.
- Students will be able to evaluate the reliability, validity, and applicability of research studies and statistical data.
- Students will be able to understand, conceptualize, analyze, and theorize the changing nature of crime, order, security, and justice issues in the current societal environment of the United States and the world.
- Students will be able to communicate in a scholarly, professional manner that is consistent with the expectations for members of the criminal justice profession.
- Students will understand the importance of using an ethical theoretical framework in the practice of criminal justice that considers human rights, integrity, and accountability.

### **Requirements**

CRJ5410 Ethics in Criminal Justice  
CRJ5220 Social Justice and Public Safety  
CRJ5330 Statistics in Criminal Justice  
CRJ5520 Criminal Behavior  
CRJ6880 Criminal Justice Research Methods  
CRJ6899 Capstone in Criminal Justice

Additional elective courses (CRJ5XXX or CRJ6XXX) to reach 30 credits (mid-career track) or 36 credits (direct entry track).

## **Graduate Certificate in Criminal Justice Leadership and Administration**

### **Learning Outcomes**

1. Students will learn about the latest theories, strategies, and techniques related to leadership and administration within the criminal justice context.
2. Students will develop skills to analyze complex situations, make informed decisions, and create effective plans to address various issues.
3. Students will understand the specific responsibilities associated with leadership, including ethical considerations, legal frameworks, personnel management, and resource allocation.

### **Requirements**

CRJ5410	Ethics in Criminal Justice
CRJ5220	Social Justice and Public Policy
CRJ5530	Criminal Justice and Public Policy
CRJ6010	Special Topics in Criminal Justice Leadership

## **Graduate Certificate in Homeland Security and Intelligence Studies**

### **Learning Outcomes**

1. Students will develop a comprehensive understanding of the principles, methods, and techniques used in intelligence analysis.
2. Students will understand the management of security measures and strategies to address a wide range of threats, including terrorist attacks and natural/man-made disasters.
3. Students will develop the skills and knowledge necessary to contribute effectively to safeguarding national security and responding to complex threats.

### **Requirements**

CRJ5550	Principles of Homeland Security
CRJ6050	Domestic and International Threats and Policy Analysis
CRJ6060	Intelligence Studies and National Security
CRJ6070	Intelligence Analysis and Security Management

## **Graduate Certificate in Social Justice and Public Policy**

### **Learning Outcomes**

1. Students will develop a comprehensive understanding of the impact of public policy on social justice.
2. Students will understand factors that contribute to inequity with a focus on providing theories and methods to analyze social justice issues in public service.
3. Students will be able to deconstruct complex problems and identify underlying factors contributing to inequity, empowering them to propose well-informed solutions to address these issues.

### **Requirements**

CRJ5220	Social Justice and Public Policy
CRJ5600	Public Advocacy for Social Justice
CRJ6010	Special Topics in Criminal Justice Leadership
CRJ6020	Cross-Sectoral Governance

## **Graduate Certificate in Victim Studies**

### **Learning Outcomes**

1. Students will develop a comprehensive, interdisciplinary understanding of victim studies and victimology, including psychological, sociological, and legal dimensions.
2. Students will be equipped with practical skills that are directly applicable to real-world scenarios within the criminal justice system and related professional settings.
3. Students will have the knowledge and skills needed to excel in various roles that involve aiding victims, promoting their well-being, and working with their families and communities

### **Requirements**

CRJ5560	Victim Studies
CRJ5570	Victimology and Restorative Justice
CRJ5580	Violence in America
CRJ6080	Victim Rights and Services

# School of Health Sciences

Karen S. Rousseau  
Dean of Health Services

Nursing (MSN)  
Occupational Therapy (MSOT)  
Occupational Therapy (Post-Professional OTD)  
Physical Therapy (DPT)  
Population and Community Health Practice (MS)  
Sport and Human Performance (MS)

## **Nursing (MSN)**

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 46 credit, online program, offers students the opportunity to discuss, analyze, and evaluate a wide range of critical and emerging issues in nursing and healthcare and develop the necessary knowledge and skills to assume advanced roles in the profession of nursing.

### **Learning Outcomes**

- 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.

### **Requirements: *Family Nurse Practitioner***

NUR5040	The Art and Science of Advanced Nursing
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
NUR6510	Advanced Health Assessment & Differential Diagnosis
NUR6520	Advanced Practice Nursing: Professional Issues & Responsibility
NUR6530	Pharmacology for Advanced Practice Nurses
NUR6540	Primary Care Clinical Management: Adults, Role of FNP I, Part A
NUR6541	Primary Care Clinical Management: Adults, Role of FNP I, Part B
NUR6550	Primary Care Clinical Management: Pediatrics, Role of the FNP II, Part A
NUR6551	Primary Care Clinical Management: Women's Health, Role of FNP II, Part B

NUR6560 Primary Care Clinical Management: Older Adults, Role of the FNP III, Part A  
NUR6561 Primary Care Clinical Management: Older Adults, Role of the FNP III, Part B  
NUR6600 Advanced Practice Capstone: Health Promotion/Disease Prevention Part A  
NUR6601 Advanced Practice Capstone: Health Promotion/Disease Prevention, Part B

**Family Nurse Practitioner Post-Master's Certificate (FNP)\***

NUR6510 Advanced Health Assessment & Differential Diagnosis  
NUR6520 Advanced Practice Nursing: Professional Issues & Responsibility  
NUR6530 Pharmacology for Advanced Practice Nurses  
NUR6540 Primary Care Clinical Management: Adults, Role of FNP I, Part A  
NUR6541 Primary Care Clinical Management: Adults, Role of FNP I, Part B  
NUR6550 Primary Care Clinical Management: Pediatrics, Role of the FNP II, Part A  
NUR6551 Primary Care Clinical Management: Women's Health, Role of FNP II, Part B  
NUR6560 Primary Care Clinical Management: Older Adults, Role of the FNP III, Part A  
NUR6561 Primary Care Clinical Management: Older Adults, Role of the FNP III, Part B  
NUR6600 Advanced Practice Capstone – Health Promotion/Disease Prevention, Part A  
NUR6601 Advanced Practice Capstone – Health Promotion/Disease Prevention, Part B

## **Occupational Therapy (MSOT)**

The definition of Occupational Therapy Practice for the AOTA Model Practice Act (<https://www.aota.org/resources/practiceact>) states, “The practice of occupational therapy means the therapeutic use of everyday life occupations with persons, groups, or populations (clients) to support occupational performance and participation. Occupational therapy practice includes clinical reasoning and professional judgment to evaluate, analyze, and diagnose occupational challenges (e.g., issues with client factors, performance patterns, and performance skills) and provide occupation-based interventions to address them. Occupational therapy services include habilitation, rehabilitation, and the promotion of physical and mental health and wellness for clients with all levels of ability-related needs. These services are provided for clients who have or are at risk for developing an illness, injury, disease, disorder, condition, impairment, disability, activity limitation, or participation restriction. Through the provision of skilled services and engagement in everyday activities, occupational therapy promotes physical and mental health and well-being by supporting occupational performance in people with, or at risk of experiencing, a range of developmental, physical, and mental health disorders.”

The School of Health Sciences offers two tracks to achieve a Master of Science degree in occupational therapy: a 5-year combined BSHS/MSOT degree 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 81 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 evidence-based scholarship, 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 the 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, 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 – Year 1**

#### ***Summer Term***

OTR5130/5131	Gross Anatomy
OTR5015	Introduction to Occupational Science and Occupational Therapy
OTR5060	Task and Activity Analysis
OTR5145	Applied Group Dynamics

#### ***Fall Term***

OTR5055/5056	Clinical Neuroscience
OTR5120	Evidence Based Practice
OTR5035	Effective Communication in Occupational Therapy
OTR5155/5156	Applied Kinesiology
OTR5438	Pediatric Service
OTR5250	Fieldwork Seminar 1
OTR5260	Mental Health Service Delivery

#### ***Spring Term***

OTR5435	Psychosocial Occupational Therapy Practice
OTR5436	Adult Occupational Therapy Practice
OTR5437	Assistive Technology
OTR5235	Pediatric Occupational Therapy Practice
OTR5520	Community Based Practice

## **Graduate Professional Phase – Year 2**

### ***Summer Term***

OTR5240	Research Methods
OTR5531	Supervision Management
OTR5238	Adult Service Delivery

### ***Fall Term***

OTR6030	OT Process: Pediatrics
OTR6031	OT Process: Mental Health
OTR6032	OT Process: Adults
OTR6035	OT Process: Geriatrics
OTR6135	Fieldwork Seminar 2

### ***Spring Term***

OTR6139	Level II Fieldwork
OTR6239	Level II Fieldwork
OTR6240	Level II Fieldwork
OTR6200	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 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). All 50 states and the District of Columbia, 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 1 Bank Street, Suite 300, Gaithersburg, MD 20878; phone (301)990-7979; or email at [info@nbcot.org](mailto:info@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 is 100% online and includes 30 credits, which can be completed in as little as 18 months (five semesters). 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 –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.

### **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

\*Prior to enrolling in the OTD program, students who hold a BS in occupational therapy may need to complete the following 3 courses:

OTR7001	Evidence-Based Practice and Research in Occupational Therapy (4 cr.)
OTR7002	Occupational Therapy Practice Frameworks (4 cr.)
OTR7003	Professional Issues and Trends in Occupational Therapy (4 cr.)

## **Physical Therapy (DPT)**

The Doctorate of Physical Therapy program prepares students to practice autonomously, effectively, and with integrity in 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 facilitates 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.

### **Learning Outcomes**

- 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 demonstrate understanding of the many roles that physical therapists assume and to function as part of a team in a variety of settings
- Graduates apply the principles of evidence-based practice in their clinical interactions with patients.
- Graduates demonstrate knowledge of basic research principles and their application to physical therapy practice.
- Graduates demonstrates effective verbal and non-verbal communication skills.

### **Requirements**

#### **Year 1**

#### ***Summer Term***

PTR7050/7051      Gross Anatomy/Lab  
PTR7131            Scientific Inquiry I

#### ***Fall Term***

PTR7133            Foundations of Clinical Medicine  
PTR7145            Kinesiology  
PTR7150/7151      Fundamentals of Patient Management I/Lab  
PTR7160/7161      Fundamentals of Patient Management II/Lab  
PTR7170            Fundamentals of Patient Management III  
PTR 7525            Principles of Teaching and Learning

#### ***Spring Term***

PTR7210/7211      Musculoskeletal Patient Management I/Lab  
PTR7220/7221      Musculoskeletal Patient Management II/Lab

PTR7230	Neuroscience I
PTR7232	Musculoskeletal Clinical Medicine
PTR7237	Professional Foundations
PTR7241	Scientific Inquiry II
PTR7242	Exercise Physiology

### **Year Two**

#### ***Summer Term***

PTR7336	Clinical Education I (10 weeks)
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#### ***Fall Term***

PTR7430	Neuroscience II
PTR7431	Scientific Inquiry III
PTR7433	Neuromuscular Clinical Medicine
PTR7450/7451	Neuromuscular Patient Management I/Lab
PTR7460/7461	Gait, Orthotics and Prosthetics/Lab
PTR7533	Integumentary Patient Management

#### ***Spring Term***

PTR7520/7521	Neuromuscular Patient Management II/Lab
PTR7531	Pharmacology
PTR7535	Cardiopulmonary Clinical Medicine
PTR7541	Health and Wellness
PTR7542/7543	Cardiopulmonary Patient Management/Lab
PTR7630	Scientific Inquiry IV

### **Year Three**

#### ***Summer Term***

PTR7536	Clinical Education II (10 weeks)
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#### ***Fall Term***

PTR7631	Differential Diagnosis and Imaging
PTR7633	Health Policy and Administration
PTR7641	Complex Patient: An Integrative Seminar
PTR7650/7651	Pediatric Patient Management/Lab
PTR7660/7661	Musculoskeletal Patient Management III/Lab
PTR7730	Scientific Inquiry V

#### ***Spring Term***

PTR7736	Clinical Education III (12 weeks)
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### **Clinical Experience Requirements**

Each physical therapy student is required to complete two, 10-week clinical experiences and one 12-week clinical experience in their final year. 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. Each student is also required to complete a variable

number of Integrated Clinical Education (ICE) experiences during each semester of the program. ICE experiences consist of 3 – 4 hour visits to assigned physical therapy clinics. The number of assignments will vary depending on the semester and are arranged to correlate with the didactic coursework being completed that semester.

## Population and Community Health (MS)

The Master of Science (MS) in Population and Community Health Practice is a 33-credit program that prepares graduates to address the upstream and downstream factors affecting health through community engagement, evidence-based practice, and policy advocacy. The program emphasizes health equity, community-based participatory research, and interprofessional collaboration.

### Core Curriculum (30 credits)

The program builds foundational knowledge through seven core areas:

- **Public Health Foundations:** Understanding the evolution of public, population, and community health; exploring social determinants and health equity principles
- **Health Equity and Disparities:** Examining how systemic inequities including racism, poverty, and geography create differential health outcomes; developing interventions to address root causes
- **Social and Behavioral Health:** Analyzing health behavior theories from psychology, sociology, and anthropology; applying frameworks to design effective interventions
- **Epidemiology and Biostatistics:** Interpreting epidemiological research and statistics; calculating disease frequency measures; evaluating study designs and causal inferences
- **Community-Based Participatory Research:** Practicing equitable research partnerships; designing studies that prioritize community involvement and co-creation of knowledge
- **Program Planning and Evaluation:** Developing comprehensive interventions with stakeholder input; constructing evaluation designs to assess effectiveness and fidelity
- **Healthcare Systems and Financing:** Analyzing the organization and financing of health systems; understanding the roles of public, private, and nonprofit sectors in community health
- **Communication and Advocacy:** Framing health messages; mobilizing community resources; constructing public health campaigns
- **Health Policy:** Examining policy development processes; creating advocacy plans to influence policy decisions and promote equity

### Practicum (3 Credits)

After completing at least 12 program credits, students begin a structured three-part practicum spanning three terms. Students work with faculty advisors to identify field placements aligned with career goals at organizations such as:

- Community-based nonprofit organizations
- Hospitals and health clinics
- Health insurance companies and managed care organizations
- State and local public health agencies
- Students' current workplaces (for projects that expand beyond existing job responsibilities)

Through the practicum, students translate academic competencies into practical skills, gain experience in project leadership and community facilitation, and develop understanding of the political, economic, and social factors influencing community health practice.

In the final capstone course, students synthesize their academic and fieldwork experiences by developing and presenting a comprehensive community health grant proposal. This culminating project demonstrates students' ability to conduct needs assessments, organize evidence, develop evaluation plans, and articulate strategies for community involvement in program development.

### **Learning Outcomes**

- Apply an evidence-based approach to the planning, design, budgeting, implementation, and evaluation of community health programs which are responsive to communities' diverse cultural needs.
- Demonstrate the ability to apply fundamental concepts of epidemiology to the appraisal and effective communication of population and community health evidence.
- Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity.
- Advocate for policies and programs that will improve population health.
- Assess the impact of health policy, economic and social policies on community health
- Demonstrate interprofessional collaboration and coordination of community health projects
- Apply principles of community-based participatory research to engage community members in improving community health

### **Requirements**

PCH5130	Public Health, Population Health, and Community Health
PCH5202	Social and Behavioral Aspects of Public Health
PCH5210	Equity, Disparities and Social Determinants of Health
PCH5400	Epidemiology and Biostatistics for Community Health
PCH6110	Community-Based Participatory Research
PCH6115	Practicum in Community Health I (1 credit hour)
PCH6125	Practicum in Community Health II (1 credit hour)
PCH6135	Practicum in Community Health III (1 credit hour)
PCH6210	Program Planning and Evaluation Strategies
PCH6230	Communication and Advocacy in Community Health
PCH6310	Healthcare Systems
PCH6340	Health Policy and Community Health
PCH6449	Capstone Seminar in Population and Community Health Practice

## **Sport and Human Performance (MS)**

The online graduate program in Sport and Human Performance prepares students and working professionals to advance their knowledge and skill sets working with athletes as a Sports Performance Coach, Human Performance Lead, Director of Sport Science Athletic Programs, Sport Coach, Physical Education Teacher, among other similar positions within the field. Students will develop the skills and knowledge needed to design and implement advanced exercise programs with a strong physiological and basis that enhance athletic performance of athletes. Students will learn to integrate biometrical data and summarize performance training suggestions to other members of the sports staff (physicians, athletic trainers, strength and conditioning coaches, and the sport nutritionists). Students will advance coaching skills needed to implement the strength and conditioning programs to various athletic and general populations utilizing real-life data.

### **Learning Outcomes**

Upon program completion, students will be able to:

- Demonstrate a proficiency/mastery of the knowledge and skills needed to design training programs that could be used to improve the speed, agility, strength, and conditioning of individuals from the athletic and other populations.
- Exhibit a proficiency/mastery of the knowledge and skills needed to critically analyze, interpret, and apply the scientific method and the results of scientific literature to support their approaches to training.
- Demonstrate proficiency/mastery in their knowledge of the scientific principles that are needed when designing training programs for individuals from various populations.
- Develop and execute a personal human performance training philosophy
- Apply advanced physiological, nutritional, and biometrical concepts to the athletic and other populations.

### **Additional Program Requirements:**

An overall graduate GPA of 3.0 must be maintained throughout the program. No more than 1 course may be completed with a grade of “C”. Students will be allowed repeat one course only once. All students must take and successfully pass the Comprehensive Examinations in order to graduate. Please see handbook for guidelines.

### **Optional Sport and Human Performance Residency Program**

In addition to the academic curriculum, students can attend an optional one-week Sport and Human Performance Residency Program on campus. This program will include training certification on the advanced metabolic and body composition equipment, coaching and lifting technique education, and potentially other specialized certifications (such as Blood Flow Restriction Training/Therapy).

The one-week program is intended to give students extra hands-on experiences that they do not have access to during the online curriculum. The program offers an opportunity to collaborate with other peers, attain valuable practical skills for their career, and help distinguish their experiences from other individuals in the field.

The Sport and Human Performance Residency Program will be a separate optional one-week hands-on learning intensive experience. The program can be offered to other professionals/graduates not enrolled in the online MS Program for a separate fee.

# School of Education

Susan J. Henrichon, Ed.D., Dean

The School of Education (SOE) at American International College offers graduate-level degree programs leading to the Master of Education (MEd), Certificate of Advanced Graduate Study (CAGS), and Doctor of Education (EdD). All programs offered are grounded in the College's mission, to provide "access to a holistic education in an inclusive environment that propels a diverse community of learners to personal growth and professional success." In alignment with this mission, the SOE is committed to preparing highly effective teachers, administrators, and educational leaders who are equipped to foster transformative change across educational and community-based settings.

Through rigorous coursework, field-based experiences, and a strong emphasis on equity and inclusion, SOE programs aim to cultivate educators who serve as positive agents of academic, social, and systemic change. Faculty and graduates of AIC's School of Education contribute meaningfully to schools, districts, and communities by championing innovation, advocating for educational equity, and improving outcomes for diverse populations. In addition, many alumni and faculty are actively involved in leadership and entrepreneurial initiatives within nonprofit organizations, advocacy groups, and other community-centered entities, further advancing the SOE's vision of impactful, mission-driven education.

The mission of the School of Education (SOE) is to prepare highly qualified and effective educators who are equipped to meet the diverse needs of the PK-12 student population. SOE graduates demonstrate in-depth content knowledge, cultural competence, and a commitment to equity, empowering all learners to reach their fullest academic, social, and emotional potential. Grounded in the belief that all students deserve access to high-quality education without exception, the SOE cultivates educators who serve as agents of positive social change within their classrooms, schools, and communities.

The School of Education is dedicated to producing highly qualified teachers, school support personnel, and administrators who are not only academically prepared but also culturally proficient. Its programs are designed to develop professionals who recognize and address personal biases, actively promote inclusive practices, and create equitable learning environments that support the success of all students.

Graduate programs leading to the Master of Education (MEd) and Certificate of Advanced Graduate Study (CAGS) are available for both licensure and non-licensure pathways. Educator preparation programs fully approved by the Massachusetts Department of Elementary and Secondary Education (DESE) and are specifically designed to prepare candidates for certification and service in public schools and districts across the Commonwealth. These programs include preparation for classroom teachers, school counselors, and educational leaders.

Non-licensure programs mirror the structure and rigor of licensure pathways but are tailored for candidates whose professional goals do not require state licensure. These programs provide in-depth study in key content and pedagogical areas, with culminating capstone experiences such as

a field-based action research project in place of a formal practicum. Whether pursuing a licensure or non-licensure route, all SOE graduate programs are committed to fostering excellence, leadership, and social responsibility in education.

The highest degree offered by the School of Education(SOE) at American International College is the Doctor of Education (EdD). This advanced, practice-oriented degree is designed for experienced professionals who are deeply committed to advancing their expertise in the field of education. The EdD program supports scholarly inquiry and applied research in areas such as teaching and learning, curriculum development, educational leadership, and organizational change.

Graduates of the EdD program use the knowledge and skills gained to support both personal growth and career advancement. Many serve in leadership roles across K–12 systems, higher education, and nonprofit organizations. Others pursue roles in curriculum design, policy development, or education consultancy. The program prepares graduates to be change agents who lead with integrity, equity, and impact.

Prospective students interested in seeking advanced study are encouraged to thoroughly review degree requirements with an SOE advisor prior to submitting an application. Upon acceptance, students are expected to meet with the designated academic leader to develop a detailed plan for successful completion of their degree.

All students must become familiar with AIC's academic policies and procedures and take responsibility for meeting program milestones. Per college policy, students are required to use their campus-issued email address for all official correspondence and should regularly check this account, as well as the SOE website, for important updates, deadlines, and announcements.

### **Educator Preparation Programs (M.Ed. and CAGS)**

Given that all educator preparation licensure programs at AIC are approved by the Department of Elementary and Secondary Education (DESE) and are specifically designed to prepare personnel for public school PK-12 roles, all requirements for the Master of Education (MEd) or Certificate of Advanced Graduate Study (CAGS) degrees must be completed within the Commonwealth of Massachusetts to ensure licensure eligibility. As a result, graduates of AIC's educator preparation programs are typically employed as teachers, counselors and leaders in Massachusetts schools and districts.

Some graduates may choose to obtain licensure in other states after first obtaining their Massachusetts license. In such cases, the graduate assumes full responsibility for pursuing licensure in the desired state, as AIC does not guarantee reciprocity. Candidates are strongly advised to research and remain informed about the licensure processes, requirements, and timelines specific to the state in which they intend to practice. All educator preparation programs leading to Massachusetts licensure are closely aligned with DESE's regulatory content and performance expectations, as well as relevant national and state professional standards. These programs are designed to meet all requirements necessary for the specific type and level of license being pursued, whether initial or professional.

As a DESE approved Sponsoring Organization (SO) AIC’s School of Education offers post-baccalaureate educator preparation programs that lead to licensure across a variety of roles and grade levels. These programs are intentionally designed to prepare candidates for effective practice in Massachusetts schools and districts, and reflect the institution’s ongoing commitment to high-quality, standards-aligned, and equity-centered educator preparation.

**Teacher Initial License Programs**

<i>Area</i>	<i>Level</i>
Early Childhood*	Pre K-2
Elementary*	1-6
Biology*	8-12
Chemistry	8-12
English	5-12
English as a Second Language (Degree Only)	PK-12
Foreign Language (Spanish)	5-12
General Science*	5-8
History	5-12
Mathematics	5-8 or 8-12
Specialist Teacher, Reading	All levels
Moderate Disabilities*	PreK-8 or 5-12

**School Support Personnel**

<i>Area</i>	<i>Level</i>
School Social Worker/School Adjustment Counselor	All levels
School Counselor	5-12

**School Leadership**

<i>Area</i>	<i>Level</i>
Administrator, Principal/Assist. Principal	Pre K-8
Administrator, Principal/Assist. Principal	5-12
Administrator, Special Education	All levels

\*AIC undergraduates who meet the eligibility requirements are guaranteed entry into the MEd program immediately upon completion of their BA or BS degree. Those aspiring to teach in early childhood or elementary education must complete the Major in Educational Studies to enter the post-baccalaureate degree program. Those aspiring to teach at the middle and secondary level must complete a BA or BS degree in the School of Business, Arts, and Sciences aligned to the content area *and* the Minor in Educational Studies to enter the post-baccalaureate program. (See Undergraduate Catalog for the Educational Studies requirements and other degree options.)

*Professional Licenses for Teachers*

In addition to the Initial License, AIC is approved as a Sponsoring Organization (SO) for educator preparation for the Professional License in the programs listed below. These programs

are designed for currently practicing, experienced educators who have previously attained the Initial License in the corresponding area and now seek the Professional License required for continued service as educators in the Commonwealth of Massachusetts.

<b>Professional Licensure Programs for Teachers</b>	
Early Childhood	Pre K-2
Elementary	1-6
Moderate Disabilities	PreK-8

### *Licensure Endorsement*

AIC does not endorse educators for licensures beyond the specific programs and areas noted. Individuals independently holding or pursuing licenses outside the scope of these programs assume full responsibility for their actions. Educators with emergency, preliminary, or temporary licenses are strongly advised to review all state-mandated deadlines and consult directly with the appropriate state agency before enrolling.

### *Licensure Compliance, State Regulations, and Program Requirements*

Public school teachers, leaders, and counselors are required to hold a valid license to be employed. As with institutions offering educator preparation programs AIC must comply with state regulations and ensure that program requirements align with standards specific to each licensure area, type, and level. In accordance with these guidelines, the School of Education (SOE) is further required by state guidelines to endorse only those graduates who complete all requirements to receive the license.

Because state licensure regulations are subject to change, as program requirements may be revised to maintain compliance. These updates ensure programs remain current and compliant with state regulations. State agencies routinely solicit input from education stakeholders and publicly announce regulatory changes in advance with clear implementation timelines. As a Sponsoring Organization for educator preparation, AIC communicates these updates to enrolled candidates in a time manner to ensure they remain informed about licensure requirements and procedures.

All candidates entering a licensure program are strongly encouraged to review the Massachusetts Department of Elementary and Secondary Education (DESE) website to understand the relevant state regulations. Once officially enrolled in a licensure program, the students will receive periodic updates and notifications from SOE via their official AIC email address, including orientation materials and any compliance-related requirements. It is the student's responsibility to regularly monitor and use their college-issued email throughout the duration of the program, from enrollment to completion.

### *Performance Expectations and Essential Dispositions of Effective Educators*

SOE is committed to preparing exemplary educators, leaders, and counselors with who possess the knowledge, skills, and compassion to meet the evolving needs of students and effectively address the complex challenges facing public schools, districts, and communities statewide. SOE is equally committed to equipping all AIC graduates in educator preparation programs with the cultural competence, instructional expertise, and leadership orientation necessary to support

learners from diverse backgrounds in achieving their highest academic potential and becoming agents of positive change.

AIC’s educator preparation programs are intentionally designed to cultivate reflective practice, enabling candidates to effectively self-monitor emotions and work responsively with all learners. As a part of this developmental process, licensure candidates are expected to: (a) remain open to growth and engage in meaningful self-reflection, (b) critically examine personal and professional assumptions, (c) actively challenge sociological constructs that perpetuate oppression, and (d) seek innovative and inclusive strategies to ensure all learners thrive academically and socially, without exception.

*Educator Preparation*

All program requirements for teacher educators are aligned with their respective Specialty Program Areas (SPA), including but not limited to the Interstate 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), and the Commonwealth of Massachusetts’ specific license standards. These include the Professional Standards for Teachers (PSTs), Subject Matter Knowledge (SMKs), and Sheltered English Immersion (SEI) requirements.

Educator preparation programs have specific degree completion requirements with the area and level of license being pursued. To be endorsed for the license, candidates must successfully complete all program requirements and be officially cleared for program completion by the School of Education. This includes but is not limited to completion of all required coursework, a Pre-Practicum, and demonstrated proficiency in all Practicum competencies. Recommendation for licensure endorsement is contingent upon the successful completion of all course work and clinical experiences. It is important to note that while AIC does not require the passing of all Massachusetts Tests for Educator Licensure (MTEL) exams to complete the practicum and be awarded a degree, it is a requirement for licensure through the Massachusetts Department of Elementary and Secondary Education DESE.

*Masters of Education degree Initial Licensure Option*

Eligible AIC graduates holding a bachelor’s degree who wish to enter the MEd licensure program must meet all pre-requisites for admission to the educator preparation program. All requirements for the post-baccalaureate degree must be completed at the time of graduation. Qualified AIC graduates may only enter the MEd educator preparation program that aligns with their undergraduate program of study. A list of AIC’s BA and BS programs aligned with MEd licensure programs is provided below.

**Teacher Initial License Programs**

<i>Educator Preparation Program</i>	<i>AIC Issued BA/BS Degrees Eligible for Master’s degree</i>
Early Childhood Pre K-2	Educational Studies
Elementary 1-6	Educational Studies
Biology 8-12	Biology + Minor in Educational Studies

General Science 5-8	Interdisciplinary Science + Minor in Educational Studies
Moderate Disabilities PreK-8 or 5-12	Educational Studies <i>or</i> Psychology + Minor in Educational Studies

### **School Support Personnel**

<i><b>Educator Preparation Program</b></i>	<i><b>AIC BA/BS Degrees Eligible to Enter<sup>1</sup></b></i>
School Social Worker/School Adjustment Counselor, All levels	Sociology <i>or</i> Criminal Justice + Minor in Educational Studies
School Counselor 5-12	Sociology <i>or</i> Psychology + Minor in Educational Studies

Degree entry & time commitments differ for School Support Personnel programs.

### **Transfer Credits**

Those applying to the SOE with prior graduate studies from other institutions are eligible for transfer credits only in the MEd and CAGS programs. Applicants are eligible to transfer up to 9 graduate credits in content-related areas towards the degree, which must be approved by the designated academic leader for the program.

Transfer credits eligible for consideration **must meet** the following criterion:

- Graduate level coursework from an accredited institution
- Must earn a “B” or higher
- Credits cannot be applied towards a previously earned degree
- Completed within the last seven years

Requests for transfer credits **must be** submitted with:

- AIC Transfer Credit Request Form
- Official Transcript(s) from the home institution
- Course description(s) and syllabus or syllabi

### **Program Guidelines (MEd & CAGS)**

- Each semester consists of two eight-week sessions. The summer term also includes two eight-week sessions.
- Students registered for fewer than three credits in any semester (fall, spring, or summer) will not qualify for financial aid, as this falls below the minimum “part-time” status. Additionally, registering for fewer than three credits may trigger repayment on existing federal student loans, and students will be responsible for making monthly payments during this period. Practicum credits and the accumulation of practicum hours may not be earned during the summer session, except for candidates enrolled in the School Leadership program or those registered for a clinical psychology practicum.
  - Candidates requiring a continuation course will be automatically enrolled for two consecutive sessions during the upcoming fall or spring semester, totaling 3 credits for the semester. Summer continuation course registration is optional and not allowed in most programs.

Students who do not complete the Practicum or Field-Base Research (FBR) experience after being enrolled for two continuation course **semesters** may be subject to removal from the program or dismissed from the College.

### **Program Requirements**

Requirements for Initial License in educator preparation programs for Educators, School Counselors, and School Adjustment Counselors:

- Applicants must successfully complete all benchmark assignments, field, clinical, and practicum experiences with a minimum score of proficient or higher.
- Candidates are required to maintain a 3.0 GPA.
- Successfully complete the field-based research (Degree Only)
- Successfully complete the Practicum and required assignments with a minimum score of proficient.

Requirements for Initial License as Principals/Special Education Administrators in the School Leadership Program:

- Applicants must successfully complete each Benchmark Assignment, Pre-Practicum and Practicum experiences with a minimum score of “proficient” or higher.
- Candidates must maintain a 3.0 GPA. .
- Successfully complete field-based research (degree only).
- Successfully complete the Practicum and required assignments with a minimum score of proficient

### **Candidate Professional Assessment and Learning System (C-PALS)**

Once program matriculation into the SOE’s graduate programs, candidates must maintain a 3.0 grade point average (GPA) on all credits earned at AIC. Candidates whose GPA falls below the 3.0 requirement will be placed on academic probation notified in writing by campus officials.

Candidates enrolled in educator preparation programs for licensure will also be placed in the SOE Tiered Support System and as appropriate placed on a Candidate Improvement Plan aligned to identified performance concerns. If the GPA is not raised to a 3.0 or higher by the end of the following term, the candidate will be dismissed from the graduate program. Regardless of the timeframe or term, candidates in MEd and CAGS programs who fail to meet the requirements are not eligible to continue until all program requirements are satisfied.

Candidates in educator preparation programs must be ready to make a positive impact from the first day of entry into the field. The Candidate Professional Assessment and Learning System (C-PALS) supports this expectation. As such, successful completion of each benchmark and term is required for continued progression through the program.

### **Required Field and Clinical Hours (Pre-Practicum and Practicum)**

All educator preparation programs leading to licensure require pre-practicum and practicum experiences. These courses include signature assignments and performance assessments aligned with state-standards and course-specific competencies. All candidates are required to complete these assignments and required hours regardless of program or employment status.

Unless otherwise noted, candidates are expected to have access to a school setting to fulfill these requirements. For those not currently affiliated with a school, the SOE's Licensure Officer in consultation with academic leaders will assist in securing an appropriate placement.

All candidates must complete a CORI application (i.e., background check) as well as any additional district-specific requirements (e.g. fingerprinting) prior to beginning fieldwork within a school building.

Certain programs require field experiences in varied different settings (e.g. Early Childhood Licensure Pre-K/K and Grades 1/2). These requirements are specific to the license being pursued and are arranged in consultation with the assigned academic leaders.

Field experiences for licensure are mandated by the state and cannot be waived. The required hours along with the number of semesters are outlined in the table below.

<b>Program</b>	<b>Hours of Practicum</b>	<b>Sessions Allotted</b>
Reading Specialist	150	1 semester
Moderate Disabilities	300	1 semester
Elementary	300	1 semester
Early Childhood	300	1 semester
Middle/Secondary Education	300	1 semester
School Leadership	500	2 semesters, <i>including summer</i>
School Counselor	450 (Initial) 700 (Clinical)	2 semesters
School Adjustment Counselor	900 (Initial) 700 (Clinical)	3 semesters, <i>including summer</i> if in a clinical site

#### *Degree Only/Non-Licensure Programs*

In lieu of the Practicum, students enrolled in degree-only, non-licensure option complete a Field Based Research (FBR) project. Some students enter the SOE in the licensure program and subsequently elect to transfer into the non-licensure option. It is possible to complete Pre-Practicum hours prior to making this shift.

#### *Returning Students*

Should a student return to AIC to pursue licensure, all current program requirements, at the time of re-entry must be fulfilled, including completion of all Pre-Practicum and Practicum hours. In some cases, previously completed coursework may need to be retaken to ensure alignment with current standards and practices. All program requirements are subject to change in response to updates in state regulatory guidelines; therefore, a timely return is strongly recommended.

#### **Continuation Fee for Practicum and Field-Based Research Project**

Each program includes a designated time frame in which candidates are expected to complete the Practicum or Field-Based Research (FBR) project. Candidates who do not complete their culminating experience within the allotted time will be automatically enrolled for the Practicum or FBR Continuation Course (1.5 credits per session, totaling 3 credits during a Fall or Spring Semester) and will be responsible for the associated tuition and fees.

Upon enrollment in the continuation course, the original Practicum or FBR course will be assigned a designation of “CIP” (Course in Progress), indicating the student’s continued participation in the program. Once all requirements are fulfilled and the culminating experience is completed, a final letter grade will be submitted for the original course, replacing the “CIP” designation. The continuation course completed will also be graded on a pass/fail basis.

## **Elementary Education (Initial License)**

### **Master's Degree (M.Ed.) or Certificate of Advanced Graduate Study (CAGS)**

The Master of Education Degree in Elementary Education prepares candidates to teach students in grades one through six and leads to the Initial Educator License in Massachusetts. The program is designed in response to the growing demand for highly-qualified educators who make a meaningful impact in the classroom. The goal is to develop educators who can describe, analyze, evaluate, and design instruction that is developmentally-appropriate, culturally responsive, and grounded in research-based best practices. The program emphasizes equipping future educators with the knowledge and skills necessary to prepare students in grades 1-6 classrooms for success in 21<sup>st</sup> century and beyond, including college and career readiness.

### **Program Learning Outcomes**

Upon completion of the Elementary Education Program, candidates will be able to:

- Demonstrate comprehensive knowledge of elementary school curriculum by describing, evaluating, and articulating best practices aligned with current standards and research
- Design, and implement differentiated instruction by incorporating appropriate adaptations and assistive technology, to meet diverse learning styles and needs of all students.
- Use data-driven decision-making by analyzing school-based data to select, create, implement, and assess instructional objectives and learning outcomes aligned with state, national, or local curricula.
- Apply reflective practices to assess and improve instructional effectiveness and student learning outcomes in grades 1-6 classrooms.
- Create developmentally appropriate and inclusive learning environments that are safe, culturally responsive (including English Language Learners) and supportive of students with special needs, including children with disabilities.

### **Program Requirements**

Mandatory pre-requisite: All candidates must have passed either one of the following courses at the graduate or undergraduate level: Child Development, Child Psychology or Developmental Psychology. All Benchmark Assignments must be passed with a 3 or 4 on a 4-point scale in order to pass the respective course.

#### **Foundation Courses**

EDU5400	The Reflective Practitioner
EDU 5460	Theory and Practice in Early Childhood and Elementary Education (25 hours fieldwork)

#### **Professional Area Courses**

EDU5520	Teaching Reading and Language Arts: (25 hours fieldwork)
EDU5540	Multisensory Teaching of Language Skills
EDU5530	Teaching of Mathematics (25 hours fieldwork)
EDU6610	Behavior Management

#### **Specialty Area Courses**

EDU6654	Classroom Assessment
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#### **LICENSURE TRACK**

EDU6819/20	Practicum in Education I/II: Elementary Education
EDU6624	Candidate Assessment of Performance (CAP) Seminar

#### **DEGREE-ONLY, NON-LICENSURE TRACK**

EDU6628/6629 Field-Based Research I/II: Elementary Education

**Additional Program Notes**

EDU6625 Sheltered English Immersion (SEI) Endorsement Course is available to students who have not yet earned the SEI Endorsement. While the SEI Endorsement is a requirement for licensure as mandated by DESE, it is not a requirement for degree completion nor licensure endorsement.

Master of Education degree or CAGS awarded

**Total credits: 30-36**

Licensure Track: 33 credits

Degree-only, Non-licensure Track: 30 credits

Completion of SEI course accounts for an additional 3 credits

## **Early Childhood Education (Initial License)**

### **Master's Degree (M.Ed.) or Certificate of Advanced Graduate Study (CAGS)**

The Master of Education in Early Childhood Education prepares candidates to teach children from Pre-K through Grade 2 and leads to an Initial Teaching License in Massachusetts. The program is designed in response to the national call to invest in early childhood education as a means of promoting long-term academic, social and emotional success. Research shows that high-quality early education reduces the likelihood of delinquent behaviors, academic failure rates, poor health outcomes, and other long-term challenges. This program aims to equip candidates with a deep understanding of research, evidenced-based strategies and best practices in early childhood, including instruction for children with special needs. The program prepares educators to support the development of resilience and self-regulation in young children, while fostering strong partnerships with families to promote holistic growth and lifelong learning

### **Program Learning Outcomes**

Upon completion of the Early Childhood Program, the candidate will be able to:

- Articulate and apply theoretical frameworks and best practices to understand the developmental characteristics of young children, both with and without disabilities.
- Identify and explain the importance of family-school partnerships and their essential role in promoting education, health, and safety for all children.
- Select, and apply appropriate assessment methods to evaluate the growth and development of children in both school and home environments.
- Design, implement, and evaluate inclusive instruction, including the integration of technology that addresses the diverse needs of children facing language barriers, developmental delays, or other learning challenges.
- Demonstrate the impact of reflective practices in improving instruction and outcomes in PK-2 classrooms.

### **Program Requirements**

Mandatory pre-requisite: All candidates must have passed either one of the following courses at the graduate or undergraduate level: Child Development, Child Psychology or Developmental Psychology. All Benchmark Assignments must be passed with a 3 or 4 on a 4-point scale in order to pass the respective course.

### **Foundation Courses**

EDU5400	The Reflective Practitioner
EDU5460	Theory and Practice in Early Childhood and Elementary Education (25 hours fieldwork)

### **Professional Area Courses**

EDU5520	Teaching Reading and Language Arts (25 hours fieldwork)
EDU5540	Multisensory Teaching of Language Skills
EDU5530	Teaching of Mathematics (25 hours fieldwork)
EDU6610	Behavior Management

### **Specialty Area Courses**

EDU6595	Assessment and Curriculum for Early Childhood
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### **LICENSURE TRACK**

EDU6624 Candidate Assessment of Performance (CAP) Seminar  
EDU6829/30 Practicum in Education I/II: Early Childhood

**DEGREE-ONLY, NON-LICENSURE TRACK**

EDU 6628/6629 Field-Based Research I/II: Early Childhood

**Additional Program Notes**

EDU6625 Sheltered English Immersion (SEI) Endorsement Course is available to students who have not yet earned the SEI Endorsement. While the SEI Endorsement is a requirement for licensure as mandated by DESE, it is not a requirement for degree completion nor licensure endorsement.

Master of Education degree or CAGS awarded

**Total credits: 30-36**

Licensure Track: 33 credits

Degree only, Non-licensure Track: 30 credits

Completion of SEI course accounts for an additional 3 credits

## **English as a Second Language (ESL)**

### **Master's Degree (M.Ed.) or Certificate of Advanced Graduate Study (CAGS)**

#### **Degree Only**

The Master of Education or CAGS in English as a Second Language (ESL) program is intended to provide educators with the expertise to effectively develop the English skills of their students while cultivating and expanding their knowledge of ESL methodology and pedagogy. This program provides the educator with the skills to serve linguistically and culturally diverse students in the classroom setting. The educator will focus on the identification of bias and differentiation of instruction issues related to state and federal assessment of ELLs and acquire the skills necessary to place ESL learners appropriately. The program will ensure that the educator acquires subject matter knowledge, instructional strategies, and assessment techniques to enhance student learning with a focus instruction in all content areas using best practices.

#### **Program Learning Outcomes**

- Articulate, discuss, and show an understanding of the cultural and language challenges of English Language Learners (ELLs) and its impact on student learning and self-efficacy.
- Identify, examine, and create learning environments that are safe, culturally-responsive and inclusive, so that ELL students can develop self-awareness, self-determination, and establish positive social skills.
- Identify, plan, and justify the use of the general and ESL curriculum for students within the classroom setting
- Identify, use, and interpret multiple sources of assessment data for making appropriate educational decisions for ELL.
- Compare, contrast, select and adapt instructional strategies that are supported by best practices and are used to improve and strengthen student learning outcomes

#### **Program Requirements**

##### **Foundation Courses**

EDU5405	Foundations of ESL Education
EDU5410	Introduction to Special Education

##### **Professional Area Courses**

EDU5550	Language Acquisition and Literacy
EDU5703	Advanced Developmental Reading
EDU6679	Methods of ESL Instruction in the Content Areas
EDU6850	Issues in Urban Education

##### **Specialty Area Courses**

EDU6654	Classroom Assessment
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##### **Degree Only Track**

EDU6680/6681	Field Based Action Research I & II
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Master of Education degree or CAGS awarded

**Total credits: 30**

## **Middle/Secondary Education (Initial License)**

### **Master's Degree (M.Ed.) or Certificate of Advanced Graduate Study (CAGS)**

The Master of Education Degree in Middle/Secondary Education prepares candidates who hold a bachelor's degree with the depth and breadth of subject matter knowledge required for content area expertise for the Initial License in the following areas and grade levels:

- General Science, 5-8
- Math, 5-8 or 5-12
- Biology, 8-12
- Chemistry, 8-12
- English, 5-12
- Spanish, 5-12
- History, 5-12
- Math, 5-8 or 5-12

### **Program Learning Outcomes**

Upon completion of the Middle or Secondary Education Program (Initial License) candidates will be able to:

- Design and manage project-based inquiry experiences that promote critical thinking and are aligned with relevant content-area knowledge;
- Apply research-based instructional practices to enhance curriculum delivery and support effective teaching and learning in middle and secondary school settings;
- Implement reflective practices and develop classroom assessments to guide evidence-based decision-making and support continuous improvement for all learners;
- Analyze, evaluate, and adapt instructional strategies to align with current best practices in teaching and learning;
- Address the diverse needs of all learners equitably by responding to the social and emotional factors that influence student success while creating culturally proficient, safe, and high-expectation learning environments
- Establish and sustain authentic partnerships with families, community members, and organizations to support student learning and socio-emotional development.

### **Program Requirements**

Orientation and all Benchmark Assignments must be completed at the level of proficiency expected for sustained performance and learner engagement in all courses aligned with preparation requirements.

#### **Foundation Courses**

EDU5400	The Reflective Practitioner
EDU5410	Introduction to Special Education (25 hours fieldwork)

#### **Professional Area Courses**

PSY5350	Adolescent Psychology
EDU6610	Behavior Management
EDU6661	Literacy in the Content Areas for Middle & Secondary Schools (25 hours fieldwork)

#### **Specialty Area Course**

EDU6654	Classroom Assessment
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#### **Middle and Secondary Methods Courses**

(Select the one Methods course that corresponds to your license content area)

- EDU6671 Middle & Secondary School Methods in English (25 hours fieldwork)
- EDU6672 Middle & Secondary School Methods in Math (25 hours fieldwork)
- EDU6673 Middle & Secondary School Methods in Science (25 hours fieldwork)
- EDU6676 Middle & Secondary School Methods in History (25 hours fieldwork)
- EDU6677 Middle & Secondary School Methods in Spanish (25 hours fieldwork)

**LICENSURE TRACK**

EDU6624 Candidate Assessment of Performance (CAP) Seminar

Choose one as appropriate:

EDU6859/6860 Practicum in Education I/II: Secondary School

EDU6869/6870 Practicum in Education I/II: Middle School

**DEGREE-ONLY, NON-LICENSURE TRACK**

EDU6669/6670 Field Based Research I/II: Middle/Secondary Education

**Sheltered English Immersion Endorsement Requirement**

EDU6625 Sheltered English Immersion (SEI) Endorsement Course is available to students who haven't met the SEI Endorsement. SEI Endorsement is a DESE licensure requirement and not a requirement of degree completion nor licensure endorsement.

Master of Education degree or CAGS awarded

**Total credits: 30-36**

Licensure Track – 33 credits

Degree-only, Non-licensure Track: 30 credits

Completion of SEI course accounts for an additional 3 credits

## **Moderate Disabilities (Initial License)**

### **Master's Degree (M.Ed.) or Certificate of Advanced Graduate Study (CAGS)**

The Master of Education Degree in Moderate Disabilities Program is designed for candidates who hold a bachelors' degree and seek an Initial Teaching License in one of the following grade levels: PK-2, PK-8 or grades 5-12. This program responds to the growing need for qualified special education teachers who can provide rigorous, developmentally appropriate instruction tailored to students with moderate disabilities. The goal is to prepare educators who support the academic and functional growth of students, empowering them to become as independent and self-sufficient as possible.

### **Program Learning Outcomes**

Upon completion of the Moderate Disabilities Program (Initial License), candidates will be able to:

- Demonstrate an understanding of the developmental milestones and learning challenges experienced by students with moderate disabilities and explain how these factor impact learning and self-efficacy.
- Design inclusive, culturally responsive and safe learning environments that promote self-awareness, self-determination, and positive social skills for students with moderate disabilities.
- Plan and implement instruction using general and specialized curriculum, and justify instructional decisions based on the unique needs of students with moderate disabilities.
- Utilize and interpret multiple sources of assessment data to inform appropriate educational decisions and individualized supports.
- Select, adapt, and apply evidence-based instructional strategies including the integration of assistive technology to improve student learning outcomes and promote academic growth.

### **Program Requirements**

Mandatory pre-requisite:

Candidates must demonstrate that they have successfully completed either a graduate or under-graduate course on:

- Child Development
- Child Psychology

Developmental Psychology

### ***Pre-K-2 Track***

#### **Foundation Courses**

EDU5400            The Reflective Practitioner

EDU5410            Introduction to Special Education (25 hours fieldwork)

#### **Professional Area Courses**

EDU5430            Differentiating Instruction and the IEP Process (25 hours fieldwork)

EDU5525            Social Emotional Learning & Behavioral Interventions in PK-2  
Classrooms

EDU5515            Early Literacy Instruction in the Inclusive Classroom (25 hours  
fieldwork)

EDU5560            Mathematical Instruction for Diverse Learners (25 hours fieldwork)

EDU5550            Language Acquisition and Literacy

**Specialty Area Courses**

- EDU5610 School and Community Support of Families  
EDU6600 Assessment, Methods, and Materials for Teaching Special Education

**LICENSURE TRACK**

- EDU6624 Candidate Assessment of Performance (CAP) Seminar  
EDU6839/6840 Practicum in Education in Moderate Disabilities I/II

**DEGREE-ONLY, NON-LICENSURE TRACK**

- EDU6639/6640 Field Based Research I/II

**Sheltered English Immersion Endorsement Requirement:**

EDU6625, Sheltered English Immersion (SEI) Endorsement Course is available to students who haven't met the SEI Endorsement. SEI Endorsement is a DESE licensure requirement and not a requirement of degree completion nor licensure endorsement.

Master of Education degree or CAGS awarded

**Total credits: 36-42**

Licensure Track: 39 credits

Degree-only, Non-licensure Track: 36 credits

Completion of SEI course accounts for an additional 3 credits

***Pre-K-8 Track*****Foundation Courses**

- EDU5420 The Culturally Responsive Practitioner  
EDU5410 Introduction to Special Education (25 hours fieldwork)

**Professional Area Courses**

- EDU5430 Differentiating Instruction and the IEP Process (25 hours fieldwork)  
EDU6610 Behavior Management  
EDU5510 Literacy Instruction in the Inclusive Classroom (25 hours fieldwork)  
EDU5560 Mathematical Instruction for Diverse Learners (25 hours fieldwork)

**Specialty Area Courses**

- EDU6600 Assessment, Methods, and Materials for Teaching Special Education

**LICENSURE TRACK**

- EDU6624 Candidate Assessment of Performance (CAP) Seminar  
EDU6839/6840 Practicum in Education in Moderate Disabilities I/II

**DEGREE-ONLY, NON-LICENSURE TRACK**

- EDU6639/6640 Field Based Research I/II

**Sheltered English Immersion Endorsement Requirement:**

EDU6625, Sheltered English Immersion (SEI) Endorsement Course is available to students who haven't met the SEI Endorsement. SEI Endorsement is a DESE licensure requirement and not a requirement of degree completion nor licensure endorsement.

Master of Education degree or CAGS awarded

**Total credits: 30-36**

Licensure Track: 33 credits

Degree-only, Non-licensure Track: 30 credits

Completion of SEI course accounts for an additional 3 credits

**5-12 Track:**

**Foundation Courses**

EDU5420 The Culturally Responsive Practitioner

EDU5410 Introduction to Special Education (25 hours fieldwork)

**Professional Area Courses**

EDU6672 Middle and Secondary School Methods in Mathematics (25 hours fieldwork)

EDU6610 Behavior Management

EDU5430 Differentiating Instruction and the IEP Process (25 hours fieldwork)

EDU5600 Post Secondary Options through Collaborative Educational Planning

EDU6661 Literacy in the Content Areas for Middle & Secondary Schools (25 hours fieldwork)

**Specialty Area Courses**

EDU6600 Assessment, Methods and Materials for Teaching Special Education

**LICENSURE TRACK**

EDU6624 Candidate Assessment of Performance (CAP) Seminar

EDU6839/6840 Practicum in Education in Moderate Disabilities I/II

**DEGREE-ONLY, NON-LICENSURE TRACK**

EDU6639/6640 Field Based Research I/II

**Sheltered English Immersion Endorsement Requirement:**

EDU6625, Sheltered English Immersion is available to students who haven't met the SEI Endorsement. SEI Endorsement is a DESE licensure requirement and not a requirement of degree completion nor licensure endorsement.

Master of Education degree or CAGS awarded

**Total credits: 33-39**

Licensure Track: 36 credits

Degree-only, Non-licensure Track: 33 credits

Completion of SEI course accounts for an additional 3 credits

## **Reading Specialist (Initial License)**

### **Master's Degree (M.Ed.) or Certificate of Advanced Graduate Study (CAGS)**

The core of the reading program educates candidates to use scientifically based research strategies while in the roles of reading teacher and diagnostician, writing instructor, and literacy leader/coach. Candidates 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.

The program is composed of three major elements: (1) 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; (2) the diagnostic component that gains insight into a child's reading process through in-depth training in literacy assessments and analysis; and (3) 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 and adolescents. A variety of print, technology, and other media will be incorporated into the format of each course. Successful completion of the licensure program will entitle candidates to be endorsed for Initial licensure as a reading specialist for all levels in Massachusetts. There is a non-licensure opportunity for those not seeking the license.

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

### **Program Learning Outcomes**

At the completion of the program, the candidate in the Reading Specialist Program will:

- Possess a firm knowledge of the broad foundations of literacy, including the sociolinguistic fundamentals of reading and writing processes and instruction, research, and methodology.
- Be able to utilize a wide range of instructional practices and curriculum materials to support reading and writing instruction, including technology-based practices and children's literature to meet the needs of diverse students.
- Understand and use diverse diagnostic tools and assessment data to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from differing cultural and linguistic backgrounds. In addition,

candidates will be able to communicate results of assessments to students, parents, colleagues, and the broader community.

- Create a literate environment that fosters a love of reading and writing by appealing to students' interests, abilities, backgrounds and identities. Candidates will honor and respect the language and literacy practices that a student brings from his or her home and community, establishing effective home-school connections with a range of fiction and nonfiction literature, technology-based information, and non-print materials, representing multiple reading levels.
- Become leaders in professional development, by establishing ongoing trajectories of inquiry and reflection. As lifelong learners and literacy leaders, our candidates may make lasting connections to their communities, and create emancipatory opportunities for colleagues, students and their families, through the practices of critical literacy.

### **Requirements:**

All Benchmark Assignments must be passed with a 3 or 4 on a 4-point scale to pass the respective course.

#### **Course Requirements**

EDU5703	Advanced Developmental Reading
EDU5715	Speech and Language Development
EDU5725	Specialized Practices in Reading
EDU5815	Advanced Analysis of Reading and Language Arts
EDU5850	Effective Literacy Coaching Strategies to Improve Student Achievement
EDU6244	The Organization, Administration, and Supervision of Reading Program
EDU6345	Teaching Language Arts and the Writing Process

#### **Required Field Orientation**

EDU 6547	Children's and Adolescent Literature
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#### **LICENSURE TRACK**

EDU6848/6849	Practicum in Education I/II: Reading
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#### **DEGREE-ONLY, NON-LICENSURE TRACK**

EDU6649/6650	Field-Based Research I/II
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Master of Education degree or CAGS awarded

#### **Total Credits: 30**

EDU6625, Sheltered English Immersion is available to students who haven't met the SEI Endorsement. SEI Endorsement is a DESE licensure requirement and not a requirement of degree completion nor licensure endorsement.

## **School Leadership (Initial License)**

### **Master's Degree (M.Ed.) or Certificate of Advanced Graduate Study (CAGS)**

The degree in School Leadership reflects the Massachusetts Professional Standards for Administrative Leadership (MA-PAL) and is designed for candidates who are preparing for roles in one of the following tracks: school principal/assistant principal and administrator of special education. The goals of the program are based on the Professional Standards for Educational Leaders.

#### **Program Learning Outcomes**

- Identify and advocate for the essential characteristics of effective leadership that promote the learning and growth of all students and support the success of all staff.
- Evaluate best practices and current research to cultivate a shared vision that positively impacts teaching, learning, and student outcomes.
- Analyze data, justify leadership strategies and develop action plans that foster a safe, efficient, and effective learning environment to support student and staff success.
- Assess school programs, identify areas of need and allocate resources to implement appropriate curricula, staffing, and scheduling that support continuous improvement
- Establish and sustain meaningful partnerships with families, community organizations, and stakeholders that align with the school and district mission and positively influence PK-12 student learning.
- Design, implement and evaluate school and district level programs that promote nurturing school culture grounded in reflective practice, high expectations, and continuous professional growth for staff.

#### **Requirements**

The state Department of Elementary and Secondary Education has set prerequisites for candidates to receive administrative licensure. The following delineates what is needed for each of the tracks in School Leadership:

##### ***Principal/Assistant Principal Track:***

1. Passing score on the Communications and Literacy Skills MTEL test;
2. Possession of a Bachelor's degree;
3. Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching (including guidance counselor, ESL), or administrative role in a public school, private school, higher education, or other educational setting accepted by the Department.

##### ***Administrator of Special Education:***

1. Passing score on the Communications and Literacy Skills MTEL test;
2. Possession of a Bachelor's degree;
3. Completion of at least three full years of employment in a district-wide, school-based, or other educational setting, or completion of at least three full years of employment in law, public policy, higher education, or other related field accepted by the Department, and possession of at least an Initial license in special education, or as school counselor, school principal/assistant school principal, school psychologist, school social worker/school adjustment counselor, or speech, language and hearing disorders teacher.

Candidates will be required to complete field-based experiences throughout the course work in addition to the final Practicum experience.

### **Principal/Assistant Principal Track**

- EDU5601 Introduction to School Administration and Management (25 hours pre-practicum field experience)
- EDU5602 Practical Applications in Planning for School Leaders (50 hours pre-practicum field experience)
- EDU5612\* Educational Organizations, Leadership and Institutional Change
- EDU5618\* Leadership for Professional Development
- EDU5624\* Curriculum Design and Development
- EDU6630\* Supervision and Evaluation of Instruction
- EDU6635\* School Personnel Administration
- EDU6745 Legal Issues for School Leaders
- EDU6755 Financial and Asset Management for School Leaders

**\*(course includes 20 hours of fieldwork towards a total of 100 hours early practicum experiences)**

### **LICENSURE TRACK**

- EDU6801-6804 The Practicum Experience: Principal, SPED Administrator

### **DEGREE-ONLY, NON-LICENSURE TRACK**

- EDU6979/6980 Field-based Research I/II: School Leadership

Master of Education degree or CAGS awarded

### **Total Credits: 45**

Licensure Track: 42 credits

Degree-only, Non-licensure track: 38 credits

Completion of SEI Course accounts for an additional 3 credits

### **Administrator of Special Education Track**

- EDU5601 Introduction to School Administration and Management (25 hours pre-practicum field experience)
- EDU5602 Practical Applications in Planning for School Leaders (50 hours pre-practicum field experience)
- EDU5612\* Educational Organizations, Leadership and Institutional Change
- EDU5618\* Leadership for Professional Development
- EDU5624\* Curriculum Design and Development
- EDU6630\* Supervision and Evaluation of Instruction
- EDU6753\* School Personnel in Special Education Administration
- EDU6765 Administration of Special Education
- EDU6751 Legal Issues for Special Education Administrators

**\*(course includes 20 hours of fieldwork towards a total of 100 hours early practicum experiences)**

### **LICENSURE TRACK**

- EDU6801-6804 The Practicum Experience: Principal, SPED Administrator

**DEGREE-ONLY, NON-LICENSURE TRACK**

EDU6979/6980 Field-based Research I/II: School Leadership

Master of Education degree or CAGS awarded

**Total Credits: 40-47**

Licensure Track: 44 credits

Degree-Only, Non-licensure Track: 40 credits

Completion of SEI Course accounts for an additional 3 credits

# Professional Licensure Endorsement and Degree Programs

## Early Childhood Education, Elementary Education and Moderate Disabilities

### (PK-8) (Professional License)

#### Master's Degree (M.Ed.) or Certificate of Advanced Graduate Study (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 enroll into the AIC professional program, and transfer graduate credits in their field in lieu of course/credits in Advanced Reading and STEM Education.

Candidates will individually apply to the state for their license upon completion of the program. Teachers who already hold a Professional License are welcome to apply to this program for the degree only.

#### Program 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 will 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.

#### Early Childhood Education/Elementary Education

EDU5703	Advanced Developmental Reading
EDU6345	Teaching Language Arts and the Writing Process
EDU5780	Creating Supportive Classrooms
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 in Urban Education

EDU6609 Professional Seminar I  
EDU6619 Professional Seminar II

**Moderate Disabilities PK-8**

EDU5703 Advanced Developmental Reading  
EDU5715 Speech and Language Development  
PSY5350 Adolescent Psychology  
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 in Urban Education  
EDU6609 Professional Seminar I  
EDU6619 Professional Seminar II

A 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**

## **School Counseling**

### **(Master of Arts in Educational Psychology plus Certificate of Advanced Graduate Studies in School Counseling)**

The program in School Counseling is designed to prepare candidates for MA state licensure as a School Counselor, All Levels. 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. Also, the individual will be trained to keep abreast of current research to apply appropriate, up-to-date, and empirically valid research findings to effective educational, counseling, and treatment practices.

### **Program Learning Outcomes**

School Counseling Candidates will:

- Understand and be able to articulate 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.

### **Foundation Courses**

PSY5230*	Principles and Practice of School Counseling
PSY5215*	Theories of Counseling
PSY5240*	Counseling Basics
PSY5415	Child and Adolescent Development
PSY6330*	Special Education and the School Counselor
PSY5305	Career Development
PSY6230	Psychology of the Exceptional Child
PSY5315*	Group Counseling in Schools
PSY5245*	Counseling Diverse Populations
PSY5205	Basic & Applied Research in Schools

*Master of Arts in Educational Psychology awarded after 30 credits.*

**Specialty Area Courses**

PSY5345	Developmental Psychopathology
PSY5360	Trauma Informed School Counseling
PSY5365	Counseling Families
PSY5370	Special Topics in School Counseling
PSY6689/90	Advanced Practicum with Seminar I/II

**Eligible for DESE endorsement for Initial Licensure**

**Professional Area Courses**

PSY6845	Advanced Counseling Theory and Practice
PSY6855	Testing in Schools
PSY6505	Legal and Ethical Issues in School Counseling
PSY5425	Post High School Options

*Certificate of Advanced Graduate Studies awarded after 30 additional credits.*

\*Fieldwork required

\*\*Candidates are eligible for endorsement for Initial licensure in School Counseling to the MA Department of Elementary and Secondary Education upon completion of all coursework through PSY6689/90, Advanced Practicum with Seminar. The candidate is then eligible for employment as a school 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.

**Total Credits: 60**

## **School Adjustment Counseling**

### **(Master of Arts in Educational Psychology plus the Certificate of Advanced Graduate Studies in School Adjustment Counseling)**

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 with Seminar II, the candidate is eligible for an Initial license. With the Initial license, the individual is employable as a School Adjustment Counselor and has five years to finish the CAGS which is necessary for the Professional license. In addition to the CAGS, the candidate must work for three years as a School Adjustment Counselor in order to be eligible for the Professional license under the MA Department of Elementary and Secondary Education.

#### **Program Learning Outcomes**

- 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/regulations 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.

#### **Foundational Courses**

PSY5230*	Principles and Practice of School Counseling
PSY5215*	Theories of Counseling
PSY5240*	Counseling Basics
PSY5415	Child and Adolescent Development
PSY6330*	Special Education and the School Counselor
PSY5241	The Juvenile Justice System
PSY6230	Psychology of the Exceptional Child
PSY5315*	Group Counseling in Schools

PSY5245\* Counseling Diverse Populations  
PSY5205 Basic & Applied Research in Schools

*Master of Arts in Educational Psychology awarded after 30 credits.*

**Specialty Area Courses**

PSY5345 Developmental Psychopathology  
PSY5360 Trauma Informed School Counseling  
PSY5365 Counseling Families  
PSY6678/79 Advanced Practicum with Seminar I/II  
PSY6819 Clinical Experience in School Adjustment Counseling

*Eligible for DESE endorsement for Initial Licensure*

**Professional Area Courses**

PSY6845 Advanced Counseling Theory and Practice  
PSY6855 Testing in Schools  
PSY6505 Legal and Ethical Issues in School Counseling  
PSY6525 Substance Abuse Issues and the System

*Certificate of Advanced Graduate Studies awarded after 30 additional credits.*

\*Fieldwork required

\*\*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. 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.

**Total Credits: 60**

# Graduate Education Doctoral Programs

*(60 credits, not offered for licensure certification purposes )*

The SOE offers the Doctor of Education (EdD) in the following areas: (1) Teaching and Learning; (2) Educational Leadership; (3) Higher Education; and (4) Organizational Leadership and Development. Students in all tracks advance their scholarly knowledge and refine skills as scholar-practitioners while cultivating a culture of care responsive to the needs of the communities. The Doctoral Programs within the School of Education are fully online. Although the courses are taught online, with no residency requirement, there are substantial opportunities for interaction with peers and faculty. The programs consist of a total of 51 credits and are comprised of the following: 6 core courses (18 credits), 5 specialization courses (15 credits), and 4 dissertation courses (18 credits).

## **Educational Leadership & Supervision (EdD)**

The EdD in *Educational Leadership* is designed to prepare scholar-practitioners to become effective academic leaders and community-based advocates who can successfully navigate the myriad complexities faced within the PK-12 environments while responding to the unique needs of all learners aligned to institutional mission within communities served.

### **Learning Outcomes**

*As a result of experiences in Educational Leadership & Supervision, graduates will be able to:*

- Recruit, mentor, and retain talent for highly diverse teams of colleagues focused intently on the academic success of all learners in communities served;
- Lead collaborative teams to make data-informed decisions that effectively assess risk and crisis management responsive to a myriad of community life situations affecting the success of all learners;
- Apply oral, written, and technological skills to build capacity and keep communities informed and actively engaged in learner success;
- Lead collaborative, community-based change initiatives that result in the academic advancement of all learners and cultivate inclusive excellence for next generation multi-level success;
- Create and implement strategic financial plans (with limited resources) responsive to flexible, shifting priorities that advance institutional vision responsive to all learners within communities served;
- Apply research skills and reflective practice to effectively assess evidence-based, research-informed positions for continuous improvement;
- Assess & implement educational practice for increased access, student success, and inclusive excellence

### **Program Requirements**

*Unless otherwise specified, all courses offered are 3 credits each.*

#### **Core Courses (18 credits)**

EDU9980 Educational Research Methods  
EDU9951 Qualitative Research  
EDU9952 Quantitative Research  
EDU7762 Social and Cultural Influences  
EDU9982 Individual Research Design  
EDU7751 Ethics in Educational Practice

**Specialization Courses (15 credits)**

EDU8871 Advanced Educational Leadership  
EDU8862 Human Resource Management for Educational Leaders  
EDU8870 Advanced School Finance  
EDU8872 Advanced Instructional Supervision  
EDU8873 School Law

**Dissertation Courses (18 credits)**

EDU9529 Dissertation I (4)  
EDU9539 Dissertation II (4)  
EDU9549 Dissertation III (4)  
EDU9559 Dissertation IV (6)

## Teaching and Learning (EdD)

The EdD in *Teaching and Learning* is designed to prepare scholar-practitioners to function effectively within a chosen educational area such as special education, elementary, middle, and secondary schools, adult learning, global or alternative education. Students advance their scholarly knowledge and refine their skills as scholar-practitioners with courses taught online. The program is not designed for those seeking licensure.

### Learning Outcomes

*As a result of experiences in Teaching and Learning, graduates will be able to:*

- Plan and implement effective, collaborative change initiatives that result in the academic advancement of all learners;
- Cultivate formal, dynamic, and inclusive instructional practices for multi-level academic success;
- Implement and effectively assess performance-based instructional practices grounded in evidence-based, data-informed, reflective practices for discerning decisions enhancing teaching and learning;
- Advocate and use research knowledge and skills to cultivate transformative processes for inclusive excellence supporting increased access and equity for all learners;
- Apply and assess teaching and learning for continuous improvement;
- Analyze and respond effectively to learner needs in emergency situations;
- Mentor highly diverse, collaborative teams committed to the success of all learners;
- Use oral, written, and virtual communication to keep communities informed, share knowledge, and convey cogent, succinct ideas grounded in research informed, evidence-based practices.

### Program Requirements

*Unless otherwise specified, all courses offered are 3 credits each.*

#### Core Courses (18 credits)

EDU9980	Educational Research Methods
EDU9951	Qualitative Research
EDU7762	Social and Cultural Influences
EDU9952	Quantitative Research
EDU9982	Individual Research Design
EDU7751	Ethics in Educational Practice

#### Specialization Courses (15 credits)

EDU8853	Thinking about Teaching
EDU7760	Reflective Practice, Mentoring, and Professional Self-Renewal
EDU8852	Educational Implications of Learning and Developmental Theories
EDU8872	Advanced Instructional Supervision
EDU8860	Advanced Curriculum Practices and Models

#### Dissertation Courses (18 credits)

EDU9529	Dissertation I (4)
EDU9539	Dissertation II (4)
EDU9549	Dissertation III (4)



## Higher Education (EdD)

The EdD in *Higher Education* is designed to prepare scholar-practitioners to function effectively within the higher education environment and become effective leaders who can successfully navigate the complexities within this environment while responding to the unique needs of all students aligned to the institutional mission. Students advance their scholarly knowledge and refine their skills as scholar-practitioners with courses taught online.

### Learning Outcomes

*As a result of experiences in Higher Education, graduates will be able to:*

- Create educational environments in which leadership roles and responsibilities are shared and decisions are made in a timely manner and communicated efficiently to all stakeholders.
- Lead collaborative teams to make data-informed decisions that effectively analyze existing research, data, and appropriate courses of action to address the needs of the students and the institution.
- Recognize and understand the ethical and legal dimension of higher education, practice and promote social awareness, and encourage others to enhance their practice.
- Exercise leadership to address the pressing issues of social justice, diversity, equity, and inclusion to close achievement gaps for underrepresented populations.
- Articulate a vision to model and promote and support teaching and learning; to improve management functions; and to provide forward-thinking leadership and management to continuously improve organizations.

### Program Requirements

*Unless otherwise specified, all courses offered are 3 credits each.*

#### Core Courses (18 credits)

EDU9980	Educational Research Methods
EDU9951	Qualitative Research
EDU7762	Social and Cultural Influences
EDU9952	Quantitative Research
EDU9982	Individual Research Design
EDU7751	Ethics in Educational Practice

#### Specialization Courses (15 credits)

EDU7300	Higher Education Leadership
EDU7400	Theories of Student Development
EDU7500	Managing Higher Education
EDU7600	Supporting Student Success
EDU7700	Higher Education Policies

#### Dissertation Courses (18 credits)

EDU9529	Dissertation I (4)
EDU9539	Dissertation II (4)
EDU9549	Dissertation III (4)
EDU9559	Dissertation IV (6)

## **Organizational Leadership and Development (EdD)**

The EdD in Organizational Leadership and Development is designed to prepare leaders with the skills and knowledge necessary to lead and develop organizations across various sectors, including business, government, healthcare, and non-profit organizations, in addition to educational institutions. This track will focus on leadership theories, organizational dynamics, strategic decision-making, and the cultivation of a positive organizational culture. The program will prepare candidates to lead and manage change in diverse settings, fostering innovation and driving sustainable organizational growth.

### **Learning Outcomes**

*As a result of the experiences in Organizational Leadership and Development, graduates will be able to:*

- Apply advanced leadership theories and organizational frameworks to assess, design, and implement effective leadership strategies across diverse sectors, including business, government, healthcare, education, and non-profit organizations.
- Analyze and influence organizational dynamics to foster collaboration, enhance operational effectiveness, and promote a positive and inclusive organizational culture.
- Demonstrate strategic decision-making and problem-solving skills informed by data, ethical considerations, and current research to lead organizations through complex challenges and change initiatives.
- Design and lead sustainable change initiatives that foster innovation, support continuous improvement, and align with the mission and vision of the organization.
- Communicate effectively with diverse stakeholders to build trust, support shared leadership, and advance organizational goals in complex and evolving environments.

### **Program Requirements**

*Unless otherwise specified, all courses offered are 3 credits each.*

#### **Core Courses (18 credits)**

EDU9980	Educational Research Methods
EDU9951	Qualitative Research
EDU7762	Social and Cultural Influences
EDU9952	Quantitative Research
EDU9982	Individual Research Design
EDU7751	Ethics in Educational Practice

#### **Specialization Courses (15 credits)**

EDU7350	Foundations of Organizational Leadership
EDU7355	Strategic Decision-Making Across Sectors
EDU7360	Organizational Development and Change Management
EDU7365	Building and Sustaining Positive Organizational Culture
EDU7370	Global Leadership and Cultural Competence

#### **Dissertation Courses (18 credits)**

EDU9529	Dissertation I (4)
EDU9539	Dissertation II (4)

EDU9549    Dissertation III (4)  
EDU9559    Dissertation IV (6)

# Course Descriptions

## Accounting

### **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: None

## Criminal Justice

### **CRJ5220: Social Justice and Public Policy (3)**

The course provides an overview and foundation for understanding the roots of some of today's most complex public management social problems. Students will learn social justice theories and research with specific attention to minoritized and oppressed groups. Students will engage in self-exploration of personal values and biases that influence our practice. They will learn about social structures of power and oppression, socio-cultural diversity. PREREQUISITE: None

### **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.

### **CRJ5330: Statistics in Criminal Justice (3)**

Students in this course explore the data applications within criminal justice organizations, such as decision-making, data modeling, classifications and predictions, and trend forecasting. Focuses on probability and statistics with an emphasis on data analysis, including univariate and multivariate techniques. Statistical problem solving is engaged using various data sources. PREREQUISITE: None

### **CRJ5410: Ethics in Criminal Justice (3)**

Examines ethical principles as they apply to the many practical problems that confront criminal justice professionals in the performance of their duties and responsibilities. Uses case studies to illustrate ethical reasoning and examine issues of social justice. PREREQUISITE: None

### **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.

**CRJ5520: Criminal Behavior (3)**

Presents major theories of crime and criminality. Theories are analyzed by common sense, logic, evidence, policy utility and compatibility with one another. Theories will be examined through a discussion of measures, correlates and popular beliefs regarding the prevalence, causes and continuance of criminal offending. PREREQUISITE: None

**CRJ5530: Criminal Justice and Public Policy (3)**

Facilitates critical thinking about the approaches to the delivery of public safety services through an examination of the processes of developing and implementing law and policies. Includes the study of the political process's complexities and of behaviors and attitudes of individuals in various agencies to understand and assess planning decisions. PREREQUISITE: None

**CRJ5540: Community Partnerships (3)**

This course will examine the concept of community in public service. The focus will be to explore partnership initiatives with public and private institutions and federal, state, and local agencies. Students will review the experiences of diverse agencies in developing, implementing, and maintaining partnerships within local communities. Issues, obstacles, and limitations that are involved with collaborative interventions will be explored. PREREQUISITE: None

**CRJ5550: Principles of Homeland Security (3)**

This course explains the history of building national security, its mission, and its role. It will cover the various aspects of terrorism and homeland security as both affect the United States today. Much of the focus will be the problems and challenges stemming from 9/11 that create today's world situation. To understand what is going on currently we will examine the historical context of terrorism, national security, emergency management and civil liberties. PREREQUISITE: None

**CRJ5560: Victim Studies (3)**

Explores the response to crime by law enforcement, the court system, social services and victim advocates. Examines domestic violence, crime prevention, delinquency, hate crimes and

substance abuse in terms of best practices from the field. The course will focus on community attitudes towards victims, the interaction of the victim with the criminal justice system and programs for psychological rehabilitation of the victim. PREREQUISITE: None

**CRJ5570: Victimology and Restorative Justice (3)**

An analysis of the causes, correlates, dynamics, and aftereffects of criminal victimization on victims of crime and a review of current practices around crime victim assistance. This course provides a critical examination of restorative justice principles and practices. Starting with the problems and limitations associated with dominant (punitive) responses to crime and rule violations, we will examine how restorative justice presents an alternative philosophy of justice and seek to understand the costs and benefits associated with attempts to apply that philosophy in different contexts, including criminal justice, schools, and families. PREREQUISITE: None

**CRJ5580: Violence in America (3)**

This course investigates how the United States has gained the reputation for being the most violent nation in the industrialized world. This course will cover the patterns, ideas, and justifications of violence. Crimes under analysis include homicide, sexual assault, domestic violence, robbery, riots, and school violence. PREREQUISITE: None

**CRJ5590: Foundations of Social Justice for Public Service (3)**

The course provides an overview and foundation for understanding the roots of some of today's most complex public management social problems. Students will learn social justice theories and research with specific attention to minoritized and oppressed groups. Students will engage in self-exploration of personal values and biases that influence our practice. They will learn about social structures of power and oppression, socio-cultural diversity.

**CRJ5600: Public Advocacy for Social Justice (3)**

Community-based policy advocacy seeks to strengthen group solidarity to promote change. Policy analysis and interpersonal skills to mobilize groups and communities are examined. The course will provide students with an understanding of political systems and teaches the skills to affect policy in the legislative as well as administrative arenas. PREREQUISITE: None

**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

**CRJ6010: Special Topics in Criminal Justice Leadership (3)**

This course exposes participants to the key elements necessary to be successful as leaders in criminal justice. A variety of topics and techniques will be covered that will prepare participants to engage in a management style that will foster a rewarding and successful career as a police chief or head of a law enforcement or criminal justice agency. This course covers sound leadership principles necessary for an ethical high performing criminal justice organization by student self-reflection, peer feedback, and subordinate feedback. Additionally, students are challenged to create sound leadership policies necessary for a high performing criminal justice organization. PREREQUISITE: None

**CRJ6020: Cross-Sectoral Governance**

Examines the structures, dynamics and processes associated with developing and delivering public services through networks and partnerships involving public, nonprofit, voluntary and private sectors. This course focuses on issues that arise when the public, not-for-profit and for-profit sectors collaborate to address societal challenges. Of particular interest are leadership modalities and the organizational mechanisms in play across the public, private and not-for-profit sectors. Through analysis and applications, students will acquire an understanding of leadership and followership in cross-sectoral settings. PREREQUISITE: None

**CRJ6030: Executive Leadership (3)**

This course focuses on the study and analysis of human behavior patterns. Special consideration is given to the role of the emergency services department management team member as a leader and motivator of people. PREREQUISITE: None

**CRJ6040: Justice Administration (3)**

Examines planning models and techniques applicable to public administration. Topics will also include theories of administration, leadership types, group decision-making, the budget process, the role of the work environment and grant writing. PREREQUISITE: None

**CRJ6050: Domestic and International Threats and Policy Analysis (3)**

This course examines, through an assessment of risk and vulnerability, various domestic groups' culture, history, ideology and motivation, capabilities, methods, and activities within contexts of political, ethical, social, and legal issues. Included, this course examines through a risk and vulnerability assessment of the global terrorism phenomenon, various international groups' culture, history, ideology and motivation, capabilities, methods, and activities within contexts of political, ethical, social, and legal issues. Particular attention will be focused on U.S. policy, media impact, intelligence cycles, acts and procedures at governmental, state, and community levels. PREREQUISITE: None

**CRJ6060: Intelligence Studies and National Security (3)**

This course will explore the organization and functions of the U.S. Intelligence Community, its interaction with national security policymakers, key issues about its workings, and the challenges it faces in defining its future role. It will provide a comprehensive overview of intelligence for

national security for the entry-level intelligence practitioners and beginning students. The student will learn security issues, define critical terms and review the history of intelligence as practiced in the United States. PREREQUISITE: None

**CRJ6070: Intelligence Analysis and Security Management (3)**

This course will introduce students to the business of intelligence—the form, function, purpose, and general capabilities of the US Intelligence Community (IC)—and the supporting role intelligence analysis plays in achieving US national security objectives. This course explores vulnerabilities of our national defense and private sectors, as well as the threats posed to these institutions by terrorists, man-made disasters, and natural disasters. Students will learn substantive issues regarding intelligence support of Homeland Security measures implemented by the United States and explore how the intelligence community operates. PREREQUISITE: None

**CRJ6080: Victim Rights and Services (3)**

An analysis of the legal rights of victims of crime at both the state and federal levels and how these laws relate to specific victim advocacy and service-providing programs, with an in-depth treatment of the management and administration of crime victim programs. PREREQUISITE: None

**CRJ6880: Criminal Justice Research Methods (3)**

Designed to enhance students' awareness of the fundamentals of research and research design. Students must complete work that shows their ability to conceptualize ideas in criminal justice and apply methods for exploring them. PREREQUISITE: Completion of at least 18 credits in CRJ courses.

**CRJ6899: Criminal Justice Capstone (3)**

Serves as the final evaluation for Criminal Justice students. Requires case studies and other materials to show oral and written competence in research, professional responsibility, and management. Analyzes issues of law, policy, and society, allowing students to integrate knowledge and experience as they apply ethical principles in developing effective strategies to confront issues facing practitioners within the realm of human service and criminal justice. PREREQUISITE: CRJ6880 (CR Research Methods)

## **Economics**

**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

## **Education**

### **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, various Federal initiatives, and 21st Century Skills. Teacher candidates will develop an integrated instructional lesson plan based on the above criteria. PREREQUISITE: Enrollment in graduate education program.

### **EDU5405: Foundations of ESL Education (3)**

This course provides an overview of the state and federal laws pertaining to the education of English language learners as well as the background and history surrounding classroom instruction. It provides an introduction to the foundations, methods, applications and instructional practices (e.g. WIDA, SIOP) on the teaching of the English language to culturally diverse learners. There will be a focus on identifying culturally diverse students, formal and informal assessment, connecting home and school, and research-based school practices to address the language learning system. An overview of the WIDA English Language Development Standard, ACCESS, and the utilization of these tools to target learning objectives for the ELL student. PREREQUISITE: None

### **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. *Pre-Practicum hours required.*

### **EDU5420: The Culturally Responsive Practitioner (3)**

This course looks at what it means to be a culturally responsive practitioner. The concept of Culturally Responsive Teaching is reviewed as an approach that leverages the strengths that diversity brings to the classroom to make learning more relevant and effective. Culturally and Linguistically Responsive Teaching requires teachers to recognize the cultural capital and tools that diverse students bring to the classroom and to utilize their students' cultural learning tools throughout instruction. It is also focused on viewing students with home languages (other than Standard English) as assets that they bring to the classroom rather than deficits. Students will reflect upon their own group memberships that may be based on race, ethnicity, social class, and/or gender. They are cognizant that their life experiences and those group memberships may create biases that can influence their interactions with students, families, and colleagues. PREREQUISITE: None

**EDU5430: Differentiating Instruction and the IEP Process (3)**

This course explores the IEP process and the specific requirements for completing the sections of the document. A specific focus will be placed on the New IEP and the process of discussing the IEP as a Special Education team. A focus on the development of goals and other required components of the IEP will be addressed. Students will explore and assess the design and modification of curriculum, instructional materials, and the inclusive classroom environments for students with disabilities. Students will acquire the skills necessary to support a successful learning environment. Emphasis will be placed on effectively monitoring academic and behavioral progress with a focus on effective instructional decision making. PREREQUISITE: None

**EDU5460: Theory & Practice in Early Childhood and Elementary Education (3)**

This course focuses on the underlying theories, principles and philosophies in the field of early childhood and elementary education and helps candidates understand the process and reasoning behind practices in the field. This course explores theories of child learning in school/classroom, family and community contexts. Special attention is paid to how features of these contexts mediate positive social-emotional, linguistic, and cognitive/academic student learning outcomes. PREREQUISITE: Enrollment in graduate education program.

**EDU5510: Literacy Instruction in the Inclusive Classroom (3)**

This course explores the knowledge and skills required to instruct students in learning how to read and to assess one's reading skills. The five components of reading (phonemic awareness, phonics, vocabulary, comprehension, and fluency) will be addressed as well as how to differentiate instruction to accommodate diverse learning styles, needs, interests, and levels of readiness. Effective research-based instructional practices for developing proficient readers will be analyzed. Students will design well-structured, highly-engaging lessons with a focus on measurable objectives. PREREQUISITE: None

**EDU5515: Early Literacy Instruction in the Inclusion Classroom (3)**

This course focuses on exploring effective instructional strategies for the teaching of reading following the guidelines of current Science of Reading Research. The five components of reading (phonemic awareness, phonics, vocabulary, comprehension, and fluency) will be addressed as well as how to differentiate instruction to accommodate the diverse learning needs of young readers. Effective research-based instructional practices for developing early literacy skills will be analyzed. Students will design well-structured, highly engaging lessons with a focus on early literacy skills as outlined in the Mass Literacy Guide. PREREQUISITE: None

**EDU5520: Teaching Reading and Language Arts: Early Childhood, Elementary, Moderate Disabilities (3)**

This course examines the foundational constructs necessary for deeper understanding of literacy, as defined in the Massachusetts Curriculum Frameworks, incorporating the Common Core State Standards (CCSS), the ELA Frameworks as listening, speaking, reading, writing, and thinking. The course provides a comprehensive overview of phonology, phonemic awareness, phonics, syllabication/advanced decoding, and fluency. Included is an exploration of the historical perspectives and theoretical orientations that impact curriculum, instruction and assessment in

early literacy formation. Opportunities are made to acknowledge tensions, gaps, and future directions in research. Respecting diverse student populations, this course focuses on practical multi-sensory application of skills and strategies for instructional support and intervention. *Pre-practicum hours required*. PREREQUISITES: Enrollment in graduate education program, EDU5410.

**EDU5525: Social Emotional Learning & Behavioral Interventions in PK-2 Classrooms (3)**

This course focuses on the application of research-based social-emotional learning practices to develop pro-social early learning environments. First-hand observations and experiences combined with classwork will help students develop effective strategies to build relationships, teach self-regulation, and develop positively based classroom behavior management skills. Students will learn to identify specific target behaviors and develop intervention strategies based on data analysis and best practices. Special attention is given to communication, observation, and classroom and school-wide behavior management skills. 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 based on those 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". *Pre-practicum hours required*. PREREQUISITES: Enrollment in graduate education program, EDU5410.

**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. Fieldwork hours required.

**EDU5550: Language Acquisition and Literacy (3)**

This course provides an overview of the research associated with first and second language acquisition. Review of the theories addressing reading skills and comprehension in English as a first language and different levels within the language. This course will address the linguistic difference between the first and second language acquisition for reading instruction in English, and the differences of reading instruction in English (e.g. phonemic awareness, and phonics) for students who may or may not be literate in their first language. PREREQUISITES: None

**EDU5560 – Mathematical Instruction for Diverse Learners (3)**

This course explores the concept of how children learn math, the critical issues in math education, and the mathematical content and pedagogy needed to educate diverse learners. Students will focus on how mathematical thinking is explored with particular attention given to the standards of mathematical practice, state curriculum frameworks, and national standards. The students will learn to build conceptual understanding, develop procedural proficiency, teach reasoning strategies, and design assessments to measure student learning. Emphasis is placed on differentiating instruction and accommodating and supporting students with disabilities, English Learners, and learners who struggle with math concepts. PREREQUISITES: None

**EDU5600: Post Secondary Options Through Collaborative Educational Planning (3)**

This course explores the IEP transition assessment and person-centered planning for students with disabilities in preparation for their exit from the PK-12 system to the adult service system, workforce, military, or further education at either 2- or 4-year colleges. Collaboration with parent/guardian, school and community-based professionals and resources will be emphasized in the development of effective transition plans that recognize the students' language, culture, race, and ethnicity. Federal and state regulations will be addressed to include program criterion and issues of discrimination in programs and services. Targeted post-secondary planning based upon individual strengths and interests will drive the planning process. 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 EDU5601, 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. This will be the first phase of the seminar. The students will then apply the knowledge gained in the collection of data from EDU5601 to the work in this course for the development of an Action Plan. The candidates will present their work to a target audience role played by the classmates. PREREQUISITE: EDU5601.

**EDU5610: School and Community Support of Families (3)**

This course addresses family-centered approaches to early childhood special education and transition for young children with disabilities. Students will apply team processes and communication strategies to collaborate in a culturally responsive manner with families, and community professionals to plan programs and access services for students with special needs. Students will research the nature of families and how families evolve with the presence of a child with a disability and understand evidence-based approaches to collaborating with families of children with disabilities. Students will discuss strategies to enhance parental

involvement and family engagement while teaching families and students advocacy throughout the Individualized Education Program (IEP) and transition planning processes. Students will focus on the components of the IEP and how the practice of effective communication and collaboration skills is key to the program's development and implementation. PREREQUISITE: None

#### **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. Candidates 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 regard 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. The provision of appropriate programs for more fully addressing the educational experiences of English Language Learners and Special Education students will be reviewed and analyzed. PREREQUISITES: EDU5601, EDU5602.

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

In an era of standards-based instruction, administrators must have a sound working knowledge of the principles of curriculum design, development, and implementation. This course will examine curriculum content, models of design, development and implementation. Administrators must 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. Educational Leaders must also be skilled in the ability to disseminate that information to the stakeholders in the educational community. 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, EDU5602.

#### **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:** Enrollment in the graduate education program.

### **EDU5715: Speech and Language Development (3)**

Course materials relate to each of the components of reading (phonology, phonics, fluency, vocabulary and comprehension) and to the writing process for grades K-12. Research-based language and literacy instructional approaches will be studied. Stages of first and second language development will be presented and special attention will be paid to the needs of English language learners and diverse populations in relation to each of the elements of language (phonetics, morphology, semantics, syntax, discourse and pragmatics). Language-based disabilities will be studied in terms of their impact on literacy development. Data analysis and assessment approaches will be presented as they relate to diagnostic techniques and targeted intervention instructional strategies. Program development and evaluation will be discussed in terms of language and literacy components. Issues related to the historical roots of English and dialect will be explored in terms of their potential impact on student performance. Using 21<sup>st</sup> Century approaches, students will utilize recommended websites while studying language development and literacy connections. Using Universal Design methods, they will apply their newly gained knowledge as they develop instructional plans for students who need targeted instructional support in reading due to language difficulties that relate to literacy. **PREREQUISITES:** Enrollment in Reading Specialist Program.

### **EDU5725: Specialized Practices in Reading (3)**

This course is designed to provide students with knowledge of research-based, comprehensive literacy instructional approaches with a focus on fluency, vocabulary and comprehension. The normal reading process and the causes of reading failure will be reviewed as a framework for instruction. The importance of early identification and intervention will be addressed in particular as this relates to special populations, such as English language learners, adolescent readers, early readers, and special education students. The components of comprehensive and effective reading instruction as outlined by the National Reading Panel (2000) will be the core content of the course. The selection and use of appropriate programs, materials, assessments and technology will be explored in order to employ the principles of Universal Design when planning to meet the needs of diverse learners in today's 21st century classroom. ELA programs will be evaluated. Prerequisite: Enrollment in the Reading Specialist Program.

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

Through the study of each element of this course, students will deepen their ability to better use assessment to drive instruction. 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 in grades K-12 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 to best design instruction. Using Universal Design, students will create an instructional plan which includes a method to determine their students' responses to intervention. PREREQUISITES: Enrollment in the Reading Specialist 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: Enrollment in the Reading Specialist program

**EDU5851: 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

**EDU5913: STEM Education for the 21st Century (3)**

Candidates 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 and the MA Science, Technology Engineering and Mathematics Framework standards. Candidates and/or teams will create presentations of each section of the *Conceptual Framework* and lead the class in panel discussions of the ideas in each section of the text. Candidates will also synthesize current research into 21<sup>st</sup> century science teaching commissioned by the Board on Science Education of the National Academies. 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 (urban, suburban, and rural) K-12 school districts. Students will investigate research-based approaches to system-wide development of curriculum, instruction, and assessment in literacy

(listening, speaking, reading, writing, and thinking). In addition, students will examine methods and materials employed by literacy leaders to train teachers and administrators in differentiated practices that meet the needs of diverse learner populations (English language learners, special education students, students with a 504 plan, and enrichment students). Training in the design of targeted professional development programs will incorporate the principles of Universal Design and the framework for, 21st Century learning. Students will work in study groups and will be afforded the opportunity to analyze and interpret data sets and work samples. Theory and competency 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:** Enrollment in the Reading Specialist Program.

**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. 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. **PREREQUISITES:** Enrollment in the Reading Specialist program.

**EDU6460: Applications of Technology in the Classroom (3)**

This online course will help educators incorporate technology within the classroom and among professional educators, family and community. 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 technological categories of instructional strategies and applications that enhance curriculum and instruction in the classroom. Students are required to have access to a computer that is connected to the internet for this course. **PREREQUISITE:** Enrollment in graduate education program.

**EDU6486: Diagnostic Teaching (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.

**EDU6547: Teaching Children's and Adolescent Literature (3)**

This course involves a general study of the field of literature for children and adolescents, grades K-12, in addition to promoting students' love of reading. Research theory related to engaging

struggling or reluctant readers and increasing accessibility to literature for English language learners will be reviewed and applied while working on projects. Critical criteria for selection of picture books, multi-cultural literature and books from different 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 previous courses 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. **PREREQUISITES:** Enrollment in the Reading Specialist program.

### **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 Child Psychology or Child Development.

### **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. Fieldwork hours required.

### **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. Site visits 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. This course is fully online. PREREQUISITES: Enrollment in graduate education program, EDU5410.

**EDU6619: Professional Seminar II (3)**

The individual seeking Professional Teacher Licensure or Certificate of Advanced Graduate Study 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.

**EDU6624: Candidate Assessment of Performance (CAP) Seminar (3)**

The seminar sequence is taken concurrently with the culminating/practicum semester to integrate specific topics and competencies with the Candidate Assessment of Performance (CAP). The Massachusetts Candidate Assessment of Performance (CAP) is designed to assess the overall readiness of teacher candidates. By demonstrating readiness through CAP, the School of Education at American International College, will be able to ensure that teacher candidates enter classrooms prepared to be impactful with students on day one. CAP is the culminating assessment required for program completion in the Commonwealth, thus creating an intentional bridge from training to practice by aligning expectations with the Massachusetts Educator Evaluation Framework. The goals of CAP and the Education Seminar 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. This seminar is required for all initial licensure programs including Early Childhood, Elementary, Moderate Disabilities, Middle and Secondary Education. PREREQUISITE: All prior coursework in graduate education program.

**EDU6625: Sheltered English Immersion (SEI) Endorsement Course for Teachers (3)**

This course prepares Massachusetts PreK-12 teachers and administrators to address the social, language and learning needs of English Language Learners (ELL) in order to ensure their meaningful participation in the regular classroom, access to grade-level curriculum and learning, and academic success through sheltered content instruction. Educators will examine the theories, stages and levels of second language acquisition (SLA) along with the social and

cultural factors that can facilitate or impede this development. Changing demographic data, equity issues and legislative policies related to ELLs will be reviewed. The principles of Sheltered English Immersion (SEI) will be analyzed and then applied in the participant's current classroom or school setting using a progressive selection of research-based strategies that support students in subject matter learning, language development, and literacy skills focused on oral language, vocabulary, reading and writing. Specified lesson design and assessment and tools (WIDA), lesson plan protocols (SEI) and Massachusetts Curriculum Frameworks with Common Core will complement instructional components throughout the course and guide the capstone lesson presentation. *With the successful completion of this course, participants will have fulfilled mandatory requirements for all Massachusetts educators and administrators and be eligible to receive Massachusetts SEI endorsement.*

#### **EDU6628/29: 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)**

Professional Standards for Administrative Leadership (PSAL) and best practices utilized in the supervision of educational personnel and programs will be examined in this course. The impact of the Massachusetts Education Reform Act of 1993, the No Child Left Behind Act of 2001, Every Student Succeeds Act (ESSA) and the Massachusetts Department of Elementary and Secondary Education (DESE) standards and indicators for the evaluation of teachers and administrators will be studied as part of institutional reform. Multiple approaches to classroom teacher observation and evaluation are central to the course. Model supervision and evaluation district programs consistent with state guidelines will be reviewed. Attention will also focus on teacher evaluation and feedback to address the achievement gap existing between and among high need student groups in the schools. Educator improvement plans to address the effectiveness of teachers whose performance is less than satisfactory according to state and contractual guidelines will also be discussed. The Massachusetts Department of Elementary and Secondary Education's five step continuous learning process and the Candidate Assessment of Performance (CAP) will also be studied by candidates in preparation MA public school teacher evaluation. **PREREQUISITES:** EDU5601, EDU5602

#### **EDU6635: School Personnel Administration (4)**

This course prepares candidates in the planning, implementation and operation of personnel functions within a school and a school district. Candidates will learn and practice skills in collective bargaining employee/unit contracts and processes, personnel legal processes in

Massachusetts and in the school system, personnel systems operations and effectiveness, and the different components of the human resource system. This course specializes in individual and group HR functions in the administration of school personnel in Massachusetts public schools. PREREQUISITES: EDU5601, EDU5602

**EDU6639/6640: 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

**EDU6649/50: 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)**

Classroom tests and assessments are an essential part of the instructional process. When properly done, they can effectively evaluate and enhance students' learning and teachers' instruction. When poorly done, they can confuse and alienate students, distort the curriculum, and hinder good instruction. Test scores and grades sometimes affect "high-stakes" decisions about students, prompting intense concern regarding accuracy and fairness. New trends in educational measurement are also causing educators to rethink assessment. Testing and assessment is not only important, but when done correctly, it links the general instructional objectives to specific learning outcomes that can be assessed to show student performance and curriculum vitality for all grade levels. Recognizing the link between good assessment and good instruction, the profession has adopted standards for teacher competence in educational assessment. This course is designed to help teacher candidates meet those professional standards. It is also designed to help teacher candidates understand the many forms of good classroom assessment. PREREQUISITE: Enrollment in graduate education program.

**EDU6661: Literacy in the Content Areas for Middle and Secondary Schools (3)**

This course is designed to assist students in understanding the language and literacy process as it applies to teaching in the middle and high schools. Particular attention is paid to reading and writing in the content areas and instructional strategies to support students' literacy development. The course will focus on ways in which reading, writing, speaking, and listening are developed and used within the learning of content-specific curriculum including adaptations for culturally diverse and exceptional learners. The course develops connections between knowledge of the literacy process, using language to support learning, and effective instruction incorporating reading and writing. Strategic literacy approaches will be integrated into classroom demonstrations, a content area mini-unit and a case study assessment of content area reading will be developed by the teacher candidate in this course. Using technology, teacher candidates will access national and local assessment data. Candidates will analyze and identify areas of need within the English language and their specific content area to guide instructional decision-making. PREREQUISITE: Enrollment in graduate education program.

**EDU6669/6670: Field-Based Research: Secondary/Middle (6)**

Students majoring in the specialty areas of English, Mathematics, History, Biology, Chemistry, General Science, or Spanish Foreign Language 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

**EDU6671: Middle and Secondary School Methods in English (3)**

This course is specifically designed to develop the knowledge, skills, and understanding needed to teach English in the Middle and Secondary classroom by providing teacher candidates in English Language Arts (ELA) education with a comprehensive overview of the most effective approaches to planning, implementing, managing, and assessing successful and effective learning experiences in English education. Emphasis will be placed on exploring the relationship between educational theory, and the development of practical teaching techniques for everyday use in English Language Arts education in the classroom. The major emphasis of the course is the development of an instructional unit in English Language Arts, appropriate to the teacher candidate's level (Middle or High School) and their teaching situation (urban, suburban, or rural) that will include activities and strategies in such areas as cross-curricular, differentiated instruction, cooperative learning, integration, and indirect teaching methods. Microteaching teaching experiences in ELA education will focus on specific components of lesson planning and lesson presentation. PREREQUISITE: Enrollment in graduate education program.

**EDU6672: Middle and Secondary School Methods in Math (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. Integrated Practical Field Experiences are required. **PREREQUISITE:** Enrollment in graduate education program.

**EDU6673: Middle and Secondary School Methods in Science (3)**

This course offers an analysis and practical look at the most effective methods of planning and teaching Science Education in a Middle and Secondary Classroom. The major emphasis of the course is the development of a subject-area instructional unit appropriate to candidate's teaching situation (urban, suburban, or rural) that will include activities and strategies in such areas as cross-curricular, differentiated instruction, cooperative learning, integration and indirect teaching methods. This course also highlights the new vision for K-12 Science Education as described in the National Research Council Framework and Next Generation Science Standards (NGSS). Microteaching instructional experiences in science will mirror NGSS strategies as well as focus on specific components of lesson planning and lesson presentation. **PREREQUISITE:** Enrollment in graduate education program.

**EDU6676: Middle and Secondary School Methods in History (3)**

This course is specifically designed to develop the knowledge, skills, and understanding needed to teach History in the Middle and Secondary classroom by providing teacher candidates in History education with a comprehensive overview of the most effective approaches to planning, implementing, managing, and assessing successful and effective learning experiences in History education. Emphasis will be placed on exploring the relationship between educational theory, and the development of practical teaching techniques for everyday use in History education in the classroom. The major emphasis of the course is the development of an instructional unit in History, appropriate to the teacher candidate's level (Middle or High School) and their teaching situation (urban, suburban, or rural) that will include activities and strategies in such areas as cross-curricular, differentiated instruction, cooperative learning, integration, and indirect teaching methods. Microteaching teaching experiences in History education will focus on specific components of lesson planning and lesson presentation. **PREREQUISITE:** Enrollment in graduate education program.

**EDU6677: Middle and Secondary School Methods in Foreign Language (3)**

This course is specifically designed to develop the knowledge, skills, and understanding needed to teach Spanish in the Middle and Secondary classroom by providing teacher candidates in Spanish education with a comprehensive overview of the most effective approaches to planning, implementing, managing, and assessing successful and effective learning experiences in Spanish education. Discussions will explore key concepts of second language learning theory (linguistic,

psycholinguistic, and sociolinguistic) and theoretical approaches to second language learning and acquisition. Cognitive development and cognitive approaches to second language learning will guide the development of practical teaching techniques for everyday use in the Spanish classroom. The major emphasis of the course is the development of a Spanish instructional unit appropriate to the teacher candidate's level (Middle or High School) and their teaching situation (urban, suburban, or rural) that will include activities and strategies in such areas as cross-curricular and differentiated instruction, cooperative learning, integration, and indirect teaching methods. Microteaching teaching experiences in Spanish education will focus on specific components of lesson planning and lesson presentation. **PREREQUISITE:** Enrollment in graduate education program.

**EDU6679: Methods of ESL Instruction in the Content Areas (3)**

This course is specifically designed to develop the knowledge, skills, and understanding needed to teach the content areas in the classroom by providing the educator with a comprehensive overview of the most effective approaches to planning, implementing, managing, and assessing successful and effective learning experiences in ESL instruction. Discussions will explore key concepts of second language learning theory (linguistic, psycholinguistic, and sociolinguistic) and theoretical approaches to second language learning and acquisition. Cognitive development and cognitive approaches to second language learning will guide the development of practical teaching techniques for everyday use in the ESL classroom. The major emphasis of the course is the development of an instructional unit appropriate to the educator's level that will include activities and strategies in such areas as cross-curricular and differentiated instruction, cooperative learning, integration, and indirect teaching methods. Microteaching teaching experiences in ESL instruction will focus on specific components of lesson planning and lesson presentation. **PREREQUISITE:** None

**EDU6680/6681: Field Based Action Research I & II: ESL (9)**

This is a research and statistics-based course that leads to the completion of an APA formatted classroom-based research project. Action research, unlike traditional research, places action at the center of investigation; its primary goal is to solve a problem that will lead to improvement in individual or organizational practice. Action research prioritizes the "insider" status rather than assuming an outside, "detached" stance. The purpose of the course is to have practitioners be empowered to construct their own knowledge, skills, and dispositions to improve outcomes for their students. They 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. An action-based research project is the central activity for this course. The action research project is designed to help the educator/professional analyze their own practices and professional development to enhance the quality of their classroom outcomes and their colleagues' learning. **PREREQUISITE:** Successful passage of all other coursework in program of study. Employed teachers may utilize their own classrooms for this culminating experience.

**EDU6745: Legal Issues for School Leaders (3)**

Administrative candidates will study and analyze school law 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 placed on Massachusetts State Laws to allow candidates to learn from state court cases pertaining to personnel hiring and terminations, special education litigation, and collective bargaining contract arbitrations. 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

**EDU675: Legal Issues for Special Education Administration (3)**

Special Education Administration candidates will study and analyze school law from both historical and current perspectives. Constitutional amendments are studied as they relate to administrative practice. Federal, state and local special education laws and regulations are analyzed with respect to their importance and impact on schools and districts. Emphasis placed on Massachusetts State Laws and regulations pertaining to the Individualized Education Plan (IEP) and special education placements and procedures for public education students. Special education litigation, BSEA appeals and collective bargaining contracts are discussed and analyzed within the scope of special education. Local policy development and special education programming and placements will also be reviewed. Federal titles, including Title I, Title VI, and Title IX will be studied including their philosophical underpinnings and their implications for a framework for special education administrative decision-making.

**EDU6753: School Personnel in Special Education Administration (3)**

This course prepares Administrator of Special Education candidates in the planning, implementation and operation of personnel functions within the field of Special Education within a school and school district. Candidates will learn and practice skills in special education employee/unit contracts and Special Education personnel programming. Teachers, paraprofessionals, contracted staff, as well as outside special education advocate personnel will be reviewed in this course. Special Education processes, personnel legal processes, personnel operations and the different components of the human resource systems in the state of Massachusetts will be examined in this course. Special Education parent advocacy, parent rights and Parent Advisory Councils' roles within special education personnel will be reviewed within the Family and Community Engagement standard of the Professional Standards for School Leadership (PSAL).

**EDU6755: Financial and Asset Management for School Leaders (3)**

Administrative candidates will study the economics of education with regard to budget and finance at all levels of a school district. The focus will include revenue sources, state and federal school aid, local district budget preparation, use of technology in the budget process, school building construction and alternative funding sources. The use of school data to support budgets and budget requests is learned and practiced in this course, in accordance with the MA Professional Standards for Administrative Leadership (PSAL). This course is designed for future principal/assistant principal and superintendents/assistant superintendent candidates. It provides administrators with the tools they need to carry out fiscal policy in the public school system.  
PREREQUISITES: EDU5601, EDU5602

**EDU6765: Administration of Special Education (4)**

This course is for prospective Administrators of Special Education. The essential question this course answers is: What are the skills and knowledge required to be an effective Director of Special Education? Candidates will gain knowledge of state and federal Special Education legislation, special education programs and services, special education program budget development, and assistive technologies used in special education. Prospective Director of Special Education candidates will analyze and discuss current case reviews from the MA Bureau of Special Education Appeals courts. Candidates will practice and demonstrate essential indicators within the four Professional Standards for Administrative Leadership (PSAL).  
PREREQUISITES: EDU5601, EDU5602

**EDU6801-6804: The Practicum Experience: Principal, SPED Administrator, (2.5 each, for a total of 10)**

This field experience is the culminating requirement for candidates seeking licensure as a School Principal/Assistant Principal, or a Director of Special Education. Students engage in a 400-hour activity in the schools, working with a principal or director mentor in the level and role appropriate for their specialization area. College program supervisor provides Field experience supervision 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

**EDU6819/20: Practicum in Education: Elementary (9)**

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 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

**EDU6829/30: Practicum in Education: Early Childhood (9)**

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 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.

**EDU6839/6840: Practicum in Education: Moderate Disabilities (9)**

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. Evidence of successful completion of a graduate or undergraduate course in one of the following subject areas: (a) child psychology, (b) developmental psychology, *or* (c) child development.

**EDU6848/49: 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.

**EDU6850: Issues in Urban Education (3)**

This course examines the issues involved in urban education. Various ethnic and minority/majority cultures and populations attending U. S. urban schools today, including low income and ELL are discussed. Students will research and explore social, behavior and academic needs of the urban population through researching readings, articles, short fiction, children's literature, autobiographical selections and historical documents in responses to closing the achievement gap. PREREQUISITE: Enrollment in graduate education program.

**EDU6859/6860: Practicum in Education: Secondary School (9)**

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 and a supervising practitioner in a school setting. 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.

**EDU6869/6970: Practicum in Education: Middle School (9)**

The practicum requirement for initial licensure in MA for those employed as classroom teachers in the field in which they are seeking licensure. 300 full-role hours of teaching under the direction of a college supervisor and a supervising practitioner in a school setting. 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 completed, minimum cumulative grade point average of 3.0, and passage of all MTELs required for the license.

**EDU6979/80: Field-Based Research: School Leadership (6)**

School Leadership 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 all aimed at increasing student achievement in the classroom. An action-based research project is the central activity for this course. Candidates who complete their degree with this culminating project **are not eligible for licensure** 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.

### **EDU6990: Culminating Experience Continuation I (3)**

Each program will have a specified allotment of time in which School Leadership candidates will be expected to complete the practicum requirements or FBR field hours and project that are associated with the credit hours. Candidates who do not complete their culminating experience within the allotted semesters and credit hours will be automatically registered for the Practicum or FBR *Continuation Course* (1.5 credits per session for a total of 3 credits during a Fall or Spring Semester.), incurring a cost for three additional graduate credit hours per semester, which will be charged at the appropriate cohort credit rate.

### **EDU6991: Culminating Experience Continuation II (3)**

School Leadership candidates who do not complete their culminating experience within the Culminating Experience Continuation I will be automatically registered for a second Practicum or FBR Continuation course (1.5 credits per session for a total of 3 credits during a Fall or Spring Semester.), incurring a cost for three additional graduate credit hours per semester, which will be charged at the appropriate cohort credit rate.

### **EDU7300: Higher Education Leadership (3)**

This course provides advanced study and analysis of leadership theories, practices, and challenges within the higher education context. Students will explore the unique dynamics of leading in colleges and universities, including the complexities of governance structures, organizational culture, and stakeholder relationships. This course equips students with the knowledge and skills necessary to become effective and transformative leaders in higher education. By the end of this course, students will have a comprehensive understanding of the theories, models, and practices of leadership in higher education. They will develop the ability to critically analyze leadership challenges, formulate effective strategies, and lead with integrity and vision in a rapidly evolving educational landscape. **PREREQUISITE:** None

### **EDU7400: Theories of College Student Development (3)**

This course explores the foundational theories and frameworks that shape our understanding of how students grow, develop, and learn in the higher education environment. Through a multidisciplinary approach, students will examine psychological, sociological, and cognitive theories that inform student development and the factors influencing their experiences. This course provides a solid theoretical foundation for professionals working in student affairs, counseling, and higher education administration. Upon completion of this course, students will have a comprehensive understanding of the major theories of college student development and their implications for practice. They will be able to apply these theories to assess student needs, design inclusive programs and interventions, and promote holistic student success in the higher education context. **PREREQUISITE:** None

**EDU7500: Managing Higher Education (3)**

This course focuses on the principles and practices of effective management within colleges and universities. Students will explore the unique challenges and opportunities associated with managing academic programs, support services, human resources, and financial resources in higher education institutions. This course provides students with the knowledge and skills necessary to navigate the complexities of organizational management in the ever-changing landscape of higher education. At the conclusion of this course, students will possess a deep understanding of the principles and practices of effective management in higher education. They will gain skills in strategic planning, financial management, human resource development, and organizational assessment, enabling them to effectively lead and manage diverse educational institutions in an increasingly complex environment. PREREQUISITE: None

**EDU7600: Supporting Student Success (3)**

This course delves into the multifaceted strategies and best practices for promoting holistic student development and achievement within higher education institutions. Through a comprehensive exploration of student support services, interventions, and effective engagement strategies, students will gain a profound understanding of how to create inclusive and empowering learning environments that enhance student success. Upon completion of this course, students will have a comprehensive understanding of the key factors that contribute to student success within higher education. They will develop the skills to critically assess student needs, design and implement evidence-based support programs, and collaborate effectively with diverse student populations. Students will also learn to apply innovative technologies and strategies to enhance student engagement, mental health, and overall well-being, ultimately equipping them to make a positive impact on student success and retention rates within their respective institutions. PREREQUISITE: None

**EDU7700: Higher Education Policies and Law (3)**

This course examines the legal and policy frameworks that shape higher education systems and institutions. Students will explore the historical and philosophical foundations of higher education policy, as well as the legal and regulatory frameworks governing colleges and universities. This course provides students with a critical understanding of the legal and policy issues affecting higher education and equips them with the knowledge necessary to navigate these complexities as administrators and practitioners. Upon completion of this course, students will possess a deep understanding of the policies and legal frameworks that shape higher education. They will gain the skills to analyze and assess higher education policies and regulations, and evaluate their impact on institutions, students, and stakeholders. Students will develop the ability to navigate complex legal issues and apply their knowledge to address policy challenges, advocate for change, and promote equitable and inclusive higher education environments. 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 is described in a way that is informative and useful so that higher educational leaders can manage effectively 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

**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 how 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 and enhancing the student's ability to respond to issues impacting school curriculum in a proactive manner. 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 examining applicable laws and the roles and responsibilities of

school leaders in the area of human resource management in educational settings.

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, and 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 analyses. 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

**EDU8890: Leadership and Diversity (3)**

This course will examine issues related to equity, diversity and their implications for education 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, 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,

academic and social equity for all members of the extended school/institutional community.  
PREREQUISITE: None

**EDU9509: Dissertation Research I (3)**

Dissertation research I is the first of a two-block experience involving original doctoral research. In this course, the student will gather data to be reported in chapter four of the dissertation, using the research design developed in individualized research design. PREREQUISITE: Approval of advisor

**EDU9519: Dissertation Research II (3)**

Dissertation research II is the second of a two-block experience involving original doctoral research. In this course, the student will analyze his/her collected data, including re-engaging with the seminal scholarly literature presented in chapter 2. Data analysis will conform to the methods described in individual Research Design. In addition to analysis, the student will be able to discuss the scholarly and practitioner implications of his/her findings as well as directions for future research. PREREQUISITE: Approval of advisor

**EDU9529: Dissertation I (4)**

Dissertation I is the first in a four-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: Approval of advisor

**EDU9539: Dissertation II (4)**

Course Dissertation II is the second of the four-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 III (4)**

Dissertation III is the third of the four-course block of required dissertation writing. This chapter yields the Results chapter of the dissertation (chapter four. In this chapter, you present your findings and share the results of your study. Credit is awarded when the student successfully presents his/her research findings and recommendations and submits the fully edited and approved version of this chapter to his/her Dissertation Committee and receives their approval for the chapter. PREREQUISITE: Approval of advisor

**EDU9559: Dissertation IV (6)**

Dissertation IV is the final of the four-course block of required dissertation writing. This final chapter of the dissertation (chapter five) provides an opportunity to present your analysis of your findings and discuss the implications of the findings. Completion of this course requires that defense of your dissertation. Credit is awarded when the student successfully presents his/her research findings and recommendations and submits the fully edited and approved version of this

chapter to his/her Dissertation Committee and receives their approval for the entire document.  
PREREQUISITE: Approval of advisor

**EDU9951: 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 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

**EDU9952: Quantitative Research for Educators (3)**

This course provides a framework for using quantitative methods in educational research. The course will focus on a wide range of quantitative research methods including experimental, correlational, and survey research among others. Additionally, students will review the different steps in quantitative research, the determination of different options for types of data collected, and the ability to locate, select and assess an instrument(s) for data collection. Specifying variables, reliability, validity, scales of measurement, scoring of the data, and selection of a statistical program will also be discussed. PREREQUISITE: None

**EDU9980: Educational Research Methods (3)**

This course focuses on an introduction to the selection and construction of a research design and the choice of appropriate research methods for the educational inquiry to be undertaken. It focuses on the relationship between the research problem, questions, and design and introduces students to techniques for collecting and analyzing research data. The emphasis of this course is on writing analysis and synthesis of research methodology and findings in empirical articles. The student will review a variety of research methods (qualitative, quantitative, and mixed methods research design) as well as explore the design and collection of data, data analysis, and ethical issues related to research with human subjects.

**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

## **Finance**

**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

## **International Business**

### **IBS6110: International Business (3)**

This course is an introduction to the international business environment and how it affects multi-national corporations. Topics include investigation of marketing techniques and programs as developed and implemented on an international scale, evaluation of international marketing strategies, special goals and decision-making processes that are part of marketing internationally, examination of policies and strategies of international finance, analyzing those problems confronting multi-nationals, balance of payments, foreign exchange market and risk, cash flow operations and evaluations of international economic problems and policies. PREREQUISITE: None

## **Management**

### **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

**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

## **Marketing**

**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

## **Mathematics**

**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

## **Micro-Emerging Markets**

### **MEM5100: History and Culture of Cannabis and Commerce (3)**

This course provides an in-depth understanding about cannabis history from 2900 BC to modern day, recreational and medical uses, historical agricultural and cultural importance, and economic impact. A general introduction to the laws and policies governing cannabis production and use is provided in a historical and ethical context. Cannabis specific terminology is embedded throughout the course. PREREQUISITE: None

### **MEM5200: Cannabis Law and Policies (3)**

This course provides an overview of the current legal principles that provide the framework of cannabis policies, regulations, and legislation. An analysis of cases and statutes, pertinent to cannabis use and the cannabis industry, are emphasized with instruction in fundamental aspects of legal research. PREREQUISITE: MEM5100

### **MEM5300: The Chemistry of Cannabis (3)**

This course provides a basic understanding of the chemistry and pharmacology of cannabis, including psychoactive and non-psychoactive constituents, the most prevalent minor cannabinoids that are produced by the plant, and terpenes. It also delves into the similarities and differences between cannabidiol (CBD) and tetrahydrocannabinol (THC), two natural compounds found in the plants of the Cannabis genus. PREREQUISITE: MEM5100

### **MEM5310: Cannabis Use and the Endocannabinoid System (3)**

An introduction to the Human Endocannabinoid System (ECS) provides students with a fundamental understanding of this system and its functions. The impact and consequences of the use of cannabis and related products will be studied. Current research on the use and best treatment strategies for select conditions, such as pain and anxiety, will be reviewed collectively and independently. It is recommended that students without a science background complete MEM5300 prior to enrolling in this course. PREREQUISITE: MEM5100

### **MEM5320: Cannabis Seed to Sale (3)**

The purpose of this course is to develop an understanding cannabis from seed to its final product. A basic understanding of cannabis horticulture, cultivation, and production is presented. Topics include botany of cannabis, genetics and breeding, agronomics and horticultural aspects of production, and post-harvest and processing technologies. Finally, this course presents the options that adults have to partake of cannabis, including smoking, vaporization, sublingual, edibles and topicals, and the tools that deliver them. PREREQUISITE: MEM5100

### **MEM5400: Essential Business Concepts and Applications (3)**

Knowing the fundamentals of business concepts and terms are important to being successful in cannabis commerce. This course presents an in-depth examination of the four tenants of

management – planning, organizing, leading, and controlling. Emphasis is on students developing practical, basic business budgeting and resource planning skills for working in a managerial role in a cannabis business. Students learn and develop leadership techniques and understand what is involved in workforce development. PREREQUISITE: MEM5200

**MEM5410: Cannabis Industry Operations Management (3)**

The efficient and effective operations of a business are imperative to its success. In this course, supply chain, logistics, forecasting, inventory management, and quality improvement is discussed with a focus on application to dispensary and commercial cultivation operations. Students are taught project management and gain skills through practice in overseeing complex projects in the classroom. It is recommended that students without a background in business complete MEM5400 before enrolling in this course. PREREQUISITE: MEM5100

**MEM5420: Tactical Communications and Marketing (3)**

This course is designed to teach students about marketing, public relations, social media, and other means of promoting a cannabis business. Critical analysis of data in decision making is emphasized. Students will create a communication plan, undertake project management, and create materials to market and promote a cannabis business. It is recommended that students without a background in business complete MEM5400 prior to enrolling in this course. PREREQUISITE: MEM5100

**MEM6100: Strategic Research and Planning (3)**

This course is in preparation for the final capstone course. Students interpret research and experimental data and learn research methods. Literature review, research design, and critical evaluation of evidence will be undertaken. A capstone project idea is chosen, and students begin to work collaboratively to develop the proposal for completion in the Capstone course. PREREQUISITES: MEM5310, MEM5320, MEM5410, MEM5420

**MEM6200: Cannabis Capstone (3)**

Based upon the formalized, approved proposal completed in MEM6100, students will apply the wide array of knowledge gained during the academic program through a professional and comprehensive project on an area of interest about cannabis. PREREQUISITE: MEM6100

## **Nursing**

**NUR5040: The Art and Science of Advanced Nursing (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 and Evidence-Based Practice (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: 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 nursing practice are incorporated. PREREQUISITE: NUR5041

**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/child onset illnesses is examined. PREREQUISITE: NUR5042

**NUR6041: Advanced Concepts of Pharmacology (3)**

Pharmacological management of adult/child 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: NUR6041

**NUR6510: Advanced Health Assessment and Differential Diagnoses (3)**

This course 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 clinical component to continue to develop and refine comprehensive health assessment skills. PREREQUISITE: NUR6042

**NUR6520: Advanced Practice Nursing: Professional Issues and Responsibility (2)**

The role of the advanced practice nurse (APRN) and the concepts of primary care within a contemporary health care system will be explored. Issues related to the role of the APRN, regulation affecting practice, inter-professional collaboration, accountability and outcomes relevant to the APRN practice will be examined. PREREQUISITE: NUR6561

**NUR6530: Pharmacology for Advanced Practice Nurses (3)**

This course is designed to prepare nurses 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: Adults, Role of FNP I – Part A (3)**

First in a series of six 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 adults. The integration of research and evidence-based practice, teaching/health promotion and

consultation skills within the context of collaborative practice are emphasized.

PREREQUISITES: NUR6510

**NUR6541: Primary Care Clinical Management: Adults, Role of FNP I – Part B (3)**

Second in a series of six 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 adults. The integration of research and evidence-based practice, teaching/health promotion and consultation skills within the context of collaborative practice are emphasized.

PREREQUISITES: NUR6540

**NUR6550: Primary Care Clinical Management: Pediatrics, Role of FNP II – Part A (3)**

Focus is on the delivery of care to children 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 children. 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 children and their families with health care problems.

PREREQUISITE: NUR6541

**NUR6551: Primary Care Clinical Management: Women’s Health, Role of FNP II – Part B (3)**

Focus is on the delivery of care to women 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 women. 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 women and their families with health care problems. PREREQUISITE: NUR6550

**NUR6560: Primary Care Clinical Management: Older Adults, Role of FNP III – Part A (3)**

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 older adults. PREREQUISITE: NUR6551

**NUR6561: Primary Care Clinical Management: Older Adults, Role of FNP III – Part B (3)**

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. 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: NUR6560

**NUR6600: Advanced Practice Capstone -Health Promotion/Disease Prevention - Part A (1)**

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 in health promotion and disease prevention. PREREQUISITE: NUR6561

**NUR6601: Advanced Practice Capstone - Health Promotion/Disease Prevention - Part B (1)**

This course is the completion of 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 in health promotion and disease prevention. PREREQUISITE: NUR6600

## **Occupational Therapy**

**OTR5015 Introduction to Occupational Science and Occupational Therapy (2)**

This course introduces students to the foundational principles of occupational therapy practice including historical perspectives, OT theory, and sociopolitical climate as it relates to the profession. Students will survey and apply basic concepts, theories, and values that are the foundation of occupations in people's lives from a global perspective including concepts from sociology, psychology, and anthropology. The course will promote students' understanding of the meaning and dynamics of occupation as a foundation of OT evaluation, intervention, and outcomes. 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 the 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

**OTR5035 Effective Communication in Occupational Therapy (2)**

This course is a specialized writing course focused on the writing skills necessary for clinical practice, including clinical documentation and mechanics of scientific writing using American Psychological Association (APA) format. The course will focus on developing a thorough understanding of language and terminology associated with clinical documentation in occupational therapy practice, including screenings, evaluation, problem and goal statements, intervention plans and progress notes. Students will learn how to document occupational therapy services to meet standards for various systems and funding sources for reimbursement of services, and demonstrate strategies for analyzing issues, making, and communicating ethical decisions guided by AOTA Occupational Therapy Code of Ethics and AOTA Standards of Practice. Professional behaviors, effective oral and written communication, supporting a team approach to care, and rationale for occupational therapy services for the promotion of health and wellness will be emphasized. PREREQUISITE: All general education and program requirements completed.

**OTR5055 Clinical Neuroscience (3)**

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. Clinical examples and case studies will be utilized to illustrate the impact of disease, trauma, learning and developmental changes on the everyday activities of people of all ages. PREREQUISITE: All general education and program requirements completed. COREQUISITE: OTR5056

### **OTR5056 Clinical Neuroscience Laboratory (0)**

Students will examine the structures of the nervous system through the use of anatomical models and computerized dissection. Students will be introduced to clinical conditions and assessments that are related to the function of the central and peripheral nervous system. COREQUISITE: OTR5055

### **OTR5060: Task and Activity Analysis (2)**

This course will develop students' skills in analyzing the physical, psychosocial, cognitive, and environmental requirements to perform activities and identify facilitators and barriers to occupational performance. Students will assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes and modifying environments to reflect the changing needs of the client, sociocultural context, and technological advances. The relationship of activities to broader areas of occupation and how activities can be therapeutic and health promoting in the OT process as outlined in the current edition of the *American Occupational Therapy Association, Occupational Therapy Framework: Domain and Process*, will be explored. The course will offer the students an opportunity to begin to develop clinical reasoning skills to evaluate, analyze and provide occupation-based interventions. Students will acquire skills in teaching, collaborative planning, and goal writing. PREREQUISITES: All general education and program requirements completed.

### **OTR5120: Evidence-Based Practice (2)**

The course will explain the importance of using evidence-based practice in healthcare today. It will explore the terminology defining evidence-based practice as well as what it means to be client centered. This course provides an introduction to research and how to appraise a research article. Appraisal includes identifying levels of evidence, research design and understanding quantitative statistics. Appraisal also includes the ability to analyze both qualitative and quantitative data to make an informed decision for improved patient outcomes. Course content also includes how to search the literature, complete a research log, complete a literature review and how to critically appraise both a qualitative and quantitative article. PREREQUISITE: OTR5015

### **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, virtual dissections of the human body and

anatomical models. PREREQUISITES: All general education and program requirements completed. COREQUISITE: OTR5131

**OTR5131: Gross Anatomy Laboratory (0)**

Students will examine human anatomy using prosected cadavers, virtual 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. COREQUISITE: OTR5130

**OTR5145 Applied Group Dynamics (2)**

This course addresses the theory of group dynamics including communication, group process, group development, leadership styles, and group roles and norms. Human occupation, cognitive, and developmental models will be explored. Students will apply activity analysis and observation skills as group participants. By observing, developing, and participating in group activities during the semester, students will have the opportunity to reflect on group dynamics, theory, group design and development. PREREQUISITES: All general education and program requirements completed.

**OTR5155 Applied Kinesiology (3)**

This course addresses the movement of the human body through examination of the musculoskeletal and neuromuscular influences at each joint. Physical forces that influence human movement will be considered. Human development throughout the lifespan, the influence on human behavior and the effect of injury and disease as it relates to movement will be addressed. Students will observe, participate and apply assessments for balance, range of motion measurements, manual muscle testing, grip and pinch as well as to analyze and interpret evaluation results in needed skilled movement patterns for occupational performance in daily life. Student safety and clinical judgment based on these assessments and through monitoring vital signs will be emphasized. also be practically applied in the lab portion of this course. PREREQUISITE: OTR5130/5131. COREQUISITE: OTR5156

**OTR5156 Applied Kinesiology Laboratory (0)**

Students will practically apply through hands-on learning and skill assessment measuring range of motion, manual muscle testing, grip/pinch, balance and vital signs. A client centered approach will be emphasized as students learn therapeutic touch with patient handling techniques for assessment of functional movement. COREQUISITE: OTR5155

**OTR5235 Pediatric Occupational Therapy Practice (4)**

This course addresses gross and fine motor development from birth to adolescence through a client centered, evidence-based approach that incorporates ethical practice. Performance skills addressed include typical and atypical feeding patterns, postural development, mobility, and eye-hand coordination relative to development of self-care, education, play, social and pre-vocational occupations. Sensory motor dysfunction as it relates to congenital anomalies, neuromuscular and genetic conditions will be examined. Students will explore pediatric developmental theories, models and frames of reference of motor learning, sensory integration, acquisition and perceptual motor to guide occupational therapy pediatric assessments and intervention. Documentation

for evaluation, goal setting, intervention and discharge planning will be incorporated. The influence of dysfunction on occupational performance of the infant, child and adolescent will be studied including contextual effects on the family, caregivers and societal systems. PREREQUISITES: OTR5015, OTR5035, OTR5055/OTR5056, OTR5060, OTR5155/OTR5156

### **OTR5238 Adult Service Delivery (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 to observe and analyze the application of the occupational therapy process within settings serving adults. PREREQUISITES: OTR5015, OTR5035, OTR5060, OTR5055/OTR5056, OTR5155/OTR5156

### **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 including data analysis and will advance their knowledge of quantitative and qualitative research appraisal skills. Students will become familiar with the ethical policies and procedures of conducting research, the process of locating and securing grant funding and demonstrate the skills to write a scholarly report for dissemination. PREREQUISITES: OTR5015, OTR5035, OTR5120

### **OTR5250 Fieldwork Seminar 1 (1)**

This course introduces the student to professional and personal responsibilities, while considering therapeutic use of self as it contributes to occupational therapy education, fieldwork and future practice. Advocacy that considers current and future trends in the profession will be addressed. Professional behaviors and ethical decision making are emphasized throughout this course and serve as a guide when developing critical thinking strategies for studying, organizing study resources and developing clinical reasoning in the testing process. Active learning is emphasized. As the introduction to NBCOT examination preparation, students will practice in self-assessing prior knowledge and strategies to evaluate strengths and weaknesses in studying, as well as reading, interpreting, and answering test questions from previous and concurrent coursework. PREREQUISITE: OTR5015

### **OTR5260 Mental Health Service Delivery (3)**

This course introduces students to the continuum of care for individuals of all ages with health conditions and environmental factors that influence their life roles, psychosocial occupations, and occupational functioning. Course curriculum will introduce and explore issues related to the access, quality, and costs of mental healthcare, as well as the role of occupational therapy in addressing individuals' mental health across current and emerging treatment settings. Students participate in Level 1 fieldwork experiences in lifespan, community-based settings in order to observe and apply course curriculum. PREREQUISITES: OTR5015, OTR5060, OTR5145

**OTR5435 Psychosocial Occupational Therapy Practice (4)**

This course introduces and explores psychosocial aspects of occupational performance of individuals across the lifespan. Occupation and function are examined in varied contexts and phases of wellness, illness, and disability. Developmental, cognitive, behavioral, and occupation-based theories and models are applied through clinical context. Students will apply clinical reasoning in the areas of assessment, evaluation, goal setting, and treatment planning using a collaborative model with an emphasis on occupation and purposeful activity. Therapeutic assessment and evidence-based intervention skills for occupational dysfunction will be introduced and applied. PREREQUISITES: OTR5260, OTR5035, OTR5055/OTR5056

**OTR5436 Adult Occupational Therapy Practice (4)**

This course explores physical development and functioning as it relates to occupational performance from early to late adulthood. Changes in the human body affecting skeletal, muscular, neurological, cardiopulmonary, and sensory systems will be examined. Functional implications on development and maintenance of occupational roles will be analyzed, and the importance of purposeful activity to maintain wellness will be highlighted. The integration of person, environment, and occupation will be stressed when applying theoretical principles to pathologic conditions, and in developing support systems to enable optimal occupational performance throughout adult life. Therapeutic assessment and intervention for occupational dysfunction in this age range will be introduced. PREREQUISITES: OTR5130/OTR5131, OTR5060, OTR5055/OTR5056, OTR5035, OTR5155/OTR5156

**OTR5437 Assistive Technology (4)**

This course will introduce the theories and concepts of assistive technology and its relationship to the principles of occupational therapy. Students will learn assistive technology services, strategies, and practices to improve individual, group or population's functional capabilities due to congenital, developmental, or acquired deficits. Various types of assistive technology will be explored in areas such as computer access, community mobility, wheelchair evaluation, adaptations for home, school, and community environments, durable medical equipment, functional mobility, and documentation. Students will use assistive technology principles while applying task and activity analysis skills to problem solve and develop interventions. The role of assistive technology with adaptive sports & recreation, activities of daily living, instrumental activities of daily living, orthoses, and environmental evaluation will be explored. Environmental evaluation and computer adaptations will be addressed as well as legal and ethical principles, access to community resources, and funding concepts will be introduced. Students will be expected to design and fabricate a low-tech device and demonstrate its use at the conclusion of the course. PREREQUISITES: OTR5035, OTR5060, OTR5130/OTR5131, OTR5145, OTR5155/OTR5156

**OTR5438 Pediatric Service Delivery (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. PREREQUISITES: OTR5015, OTR5060

### **OTR5520 Community Based Practice (2)**

This course explores the role of occupational therapy in community-based practice from theoretical and evidence-based perspectives. Students will learn about a range of community programs across the lifespan and then develop a program to address a population-based issue. The program plan will include an evaluation plan and possible funding sources. Finally, students will develop instructional skills through creating a professional poster and assessing learning outcomes. PREREQUISITES: OTR5015, OTR5035

### **OTR5531 Supervision/Management (2)**

This course will present leadership and management theories pertinent to occupational therapy. Management principles and strategies involved in planning, organizing, staffing, budgeting, directing, and marketing occupational therapy services will be addressed. Students will learn how to evaluate program outcomes through continuous quality improvement strategies. Professional organizations, legislation and reimbursement policies that influence service delivery will be explored. The value of interprofessional collaboration, teamwork and mentorship will be explored. PREREQUISITES: OTR5015, OTR5035, OTR5120, OTR5145

### **OTR6030 Occupational Therapy Process: Pediatrics (4)**

This course is designed to apply knowledge of physical, biological, behavioral, and psychosocial development of children and adolescents to pediatric occupational therapy practice. Evaluation, intervention processes, and clinical reasoning associated with working with the pediatric/adolescent population in early intervention, preschool, and school settings will be emphasized. Students will apply an occupation-based, client centered, evidence-based approach to evaluation and intervention in a variety of settings common to OT practice with children/adolescents, such as home, school, hospital, rehabilitation, mental health programs, and the community. The integration of people, environment, and occupation will be stressed when applying theoretical principles to pathologic conditions, and in developing support systems to enable maximum development of independence. Students will learn to administer assessment tools, apply theoretical approaches, plan interventions and develop skill in therapy approaches and techniques for early intervention, preschool, school, and clinical settings. Level I fieldwork with children is integrated within the course work allowing students to apply classroom learning to a real-life clinical experience. PREREQUISITES: OTR5235, OTR5435, OTR5437, OTR5438

### **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 clients of all ages with psychosocial disabilities will be provided to permit students to apply classroom learning to real-life clinical experience. PREREQUISITES: OTR5260, OTR5435, OTR5240

#### **OTR6032 Occupational Therapy Process: Adults (4)**

This course is designed to address the conceptual, theoretical and technical skills required for students to become competent in assessment and intervention techniques for the adult population. Theoretical principles that integrate person, environment and occupation will be stressed as the basis for understanding upper extremity orthopedic injuries as well as neurologic injuries disorders associated with the adult population will be addressed. Orthosis instruction, modalities, assessment and treatment intervention will be incorporated. This course will develop students' application of critical thinking and problem solving by utilizing a occupation based, client-centered and evidenced-based approach to address occupational performance as well as barriers to performance as it relates to physical disability in adults. Students will address these barriers through selecting and carrying out assessments, designing interventions and documentation. Case studies and simulation addressing a variety of adult orthopedic injuries and illnesses seen in occupational therapy practice will be integrated into this class. PREREQUISITES: OTR5238, OTR5436, OTR5437, OTR5240

#### **OTR6035 Occupational Therapy Process: Geriatrics (3)**

This course is designed to apply knowledge of the aging process and care for the older adult in a variety of practice settings. Theoretical principles that integrate person, environment and occupation as a basis for understanding the pathological and physiological aspects of aging when considering chronic and acute medical conditions, comorbidities and diseases associated with the geriatric population will be addressed. Students will apply an occupation-based, client-centered and evidence-based approach to evaluation and intervention strategies when considering aging patterns and addressing age related health conditions. Students will explain the interaction between the aging process and disability, explore how this impacts performance and engagement in occupation and advocate for the healthcare needs to support the geriatric client as well as the supporters/caregivers. PREREQUISITES: OTR5238, OTR5436, OTR5437, OTR5240

#### **OTR6135 Fieldwork Seminar 2 (1)**

This course examines the respective roles and responsibilities of the student, fieldwork educator and academic fieldwork coordinator prior to students beginning the Level II Fieldwork experience. 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, licensure requirements and procedures. Classroom discussion topics and assignments will prepare students for their Level II Fieldwork experience, as well as emphasize critical communication skills, supervision requirements and the supervisory relationship, and professionalism related to fieldwork and future practice. PREREQUISITE: OTR5250

#### **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 (OT/s), as evaluated by AOTA's Fieldwork Performance Evaluation for the Occupational Therapy Student, will demonstrate competencies in: fundamentals of practice, basic tenets, evaluation and screening, intervention, management of occupational therapy services, communication, and professional behaviors. Students will be graded on a pass/fail basis. Level II Fieldwork sites are frequently at a distance from the College and/or the student's home. Student preferences for site selection will be taken into consideration but there is no guarantee that the preferences will be granted. Students are required to accept and to attend the fieldwork placements as assigned to them by the Academic Fieldwork Coordinator (AFWC). Students are responsible for assuming all costs associated with travel to and from all sites, as well as transportation, food, housing and personal health insurance. Students selecting a fieldwork site that requires a supervision fee are required to assume personal financial responsibility. Completion of Level II Fieldwork will not exceed one year from the end of didactic course work unless approved by the program director. **PREREQUISITE:** All of the following courses: OTR5015 through and including OTR6135

### **OTR6200 Comprehensive Exam (1)**

This course addresses student preparation for the National Board for Certification in Occupational Therapy (NBCOT) Examination. Course topics and concepts that have been introduced in previous or current coursework will serve as the content for the multiple-choice and clinical simulation examination questions that will appear on the NBCOT practice examinations. All domains will be addressed, but focus will be emphasized based on NBCOT content percentage order: Domain 1 Evaluation and Assessment (23%) Domain 2 Analysis & Interpretation (23%), Domain 3 Select and Management Interventions (38%), and Competency & Practice Management (16%). This course stresses self-assessment and active learning strategies to identify gaps in content knowledge, areas of strength and weakness to improve ability to sit for the NBCOT exam. Strategies for reading and responding to test questions are provided, and students are given opportunities to take multiple choice practice tests and clinical simulation tests in specific content areas that address person, environment, and occupation centered occupational therapy practice.

### **OTR6239: Level II Fieldwork (3)**

The Level II Fieldwork assignments provide students with the opportunity to apply an academically acquired body of knowledge to an in-depth clinical experience in the delivery of occupational therapy services to clients and their families or caregivers. The OT student practitioner (OTS), as evaluated by AOTA's Fieldwork Performance Evaluation for the Occupational Therapy Student will demonstrate competencies in: fundamentals of practice, basic tenets, evaluation and screening, intervention, management of occupational therapy services, communication, and professional behaviors. Students will be graded on a pass/fail basis. Level II Fieldwork sites are frequently at a distance from the College and/or the student's home. Student preferences for site selection will be taken into consideration but there is no guarantee that the preferences will be granted. Students are required to accept and to attend the fieldwork placements as assigned to them by the Academic Fieldwork Coordinator. Students are responsible for assuming all costs associated with travel to and from all sites, as well as transportation, food, housing and personal health insurance. Students selecting a fieldwork site that requires a supervision fee are required to assume

personal financial responsibility. Completion of Level II Fieldwork will not exceed one year from the end of didactic course work unless approved by the program director.

PREREQUISITES: All of the following courses: OTR5015 through and including OTR6135

**OTR6240: Level II Fieldwork Extension (3)**

This is an extension of OT 6239 Level II Fieldwork. The Level II Fieldwork assignments provide students with the opportunity to apply an academically acquired body of knowledge to an in- depth clinical experience in the delivery of occupational therapy services to clients and their families or caregivers. The OT student practitioner (OTS), as evaluated by AOTA's Fieldwork Performance Evaluation for the Occupational Therapy Student will demonstrate competencies in fundamentals of practice, basic tenets, evaluation and screening, intervention, management of occupational therapy services, communication, and professional behaviors. Students will be graded on a pass/fail basis. Level II Fieldwork sites are frequently at a distance from the College and/or the student's home. Student preferences for site selection will be taken into consideration but there is no guarantee that the preferences will be granted. Students are required to accept and to attend the fieldwork placements as assigned to them by the Academic Fieldwork Coordinator. Students are responsible for assuming all costs associated with travel to and from all sites, as well as transportation, food, housing, and personal health insurance. Students selecting a fieldwork site that requires a supervision fee are required to assume personal financial responsibility. Completion of Level II Fieldwork will not exceed one year from the end of didactic course work unless approved by the program director.

**OTR7001: OTD Bridge Course 1 – Evidence-Based Practice & Research in OT (4)** This course provides an introductory overview of evidence-based practice and the research priorities of the occupational therapy profession. Students examine and describe the parts of a research paper and evaluate its components using the critical analysis method. Students compare and contrast research methods. Students demonstrate beginning competency in developing a research question, selecting an appropriate database and using appropriate keywords to conduct a literature search. PREREQUISITE: Departmental permission required.

**OTR7002: OTD Bridge Course 2 - OT Practice Frameworks (4)**

This course explores the analysis of evolving practice trends, theories, models and practice frameworks in OT from the viewpoints of practitioners, clients, administration and health care policy. Students examine and compare occupational therapy and transdisciplinary theories, models and practice frameworks that are applied to and influence occupational therapy practice. Students look at core concepts, constructs, interventions, outcomes, and evidence of theories, models and practice frameworks. Students use a guiding document of the American Occupational Therapy Association, the Occupational therapy practice framework: Domain and process, 3<sup>rd</sup> edition, to apply their understanding of the meaning and dynamics of occupation and activity as a foundation of OT evaluation, intervention and outcomes within occupational therapy theories, models and practice frameworks. The impact of using each theory will be analyzed from the viewpoints of practitioners, clients, administration and health care policy. PREREQUISITE: Departmental permission required.

**OTR7003: OTD Bridge 3 - Professional Issues and Trends in OT (4)**

This course provides an overview and examination of the political, social, economic, ethical, and legal policy issues currently affecting the delivery of occupational therapy services. Concepts and theories of management and leadership are analyzed for their application and effectiveness in delivering occupational therapy services and facilitating systems change in professional services. PREREQUISITE: Departmental permission required.

**OTR7100: Scholarship of Teaching and Learning for Occupational Therapy (3)**

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 (3)**

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 (3)**

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) (3)**

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 & Community-Based & Population-Based Practice (3)**

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 (3)**

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 (3)**

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) (3)**

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 (3)**

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) (3)**

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.

## **Physical Therapy**

**PTR7050: Gross Anatomy (5)**

Gross Anatomy is designed to present an in-depth examination of the musculoskeletal system of the human body. There will be limited considerations of pertinent aspects of other body systems. The course material will be presented in lecture format and supplemented with laboratory experiences with human cadaver dissections, audiovisual material, and anatomical models. Topics covered include the axial skeleton, the vertebral column, the rib cage, the upper extremity lower extremity, thorax, abdomen, pelvis, head and neck.

**PTR7051: Gross Anatomy Laboratory (0)**

The laboratory experience supplements PTR7050 with human cadaver dissection, software for anatomy study, examination of anatomical models and surface anatomy palpation.

**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 (3)**

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.

**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 PTR7150 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 PTR7160 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 (2)**

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 PTR7210 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 Gross Anatomy, Musculoskeletal I, 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 (2)**

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 Fundamentals of Patient Management, for basic orthopedic clinical terminology and runs concurrently with Musculoskeletal Patient Management II. Also included are special units on the management of hand problems and maternal adaptations to pregnancy. PREREQUISITE: Successful completion of all previous coursework.

**PTR7237: Professional Foundations (1)**

Professional Foundations is a course which will introduce the student to a range of contemporary professional issues in the delivery of physical therapy practice. These issues include, but are not limited to an overview of the health care delivery system, the roles of the PT within society, the APTA, professional conduct, standards of practice, ethical issues, critical thinking, and the importance of self-reflection. 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. This course prepares the student for participation for PTR 7336 – Clinical Education I. 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 (10 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 10-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.

**PTR7433: Neuromuscular Clinical Medicine (2)**

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 PTR7450 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 PTR7460 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 PTR7520 with practice of neuromuscular intervention techniques, patient observations and movement analysis. PREREQUISITE: Successful completion of all previous coursework.

**PTR7525: The Principles of Teaching and Learning (2)**

This course will examine the principles of teaching and learning across the lifespan affecting the patient, family, and patient therapist relationship. 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. Students will also investigate their own self-awareness, interpersonal communication, problem solving and coping mechanisms.

**PTR7531: Pharmacology (2)**

This course is a study of drugs with an emphasis on how drugs interact with physical rehabilitation. The course will cover pharmacotherapeutics about specific drugs that are used to prevent, treat, or diagnose disease; pharmacokinetics to understand how the body handles a drug including differences for different age groups and health circumstances; and pharmacodynamics for what a drug does to the body including side effects. Pharmacology is fundamental for disease management as well as appreciating medical health and wellness. This course prepares

students for their final internships, PTR7536 and PTR7730.

**PTR7533: Integumentary Patient Management (3)**

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 (10 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 10-12 week period beginning at the end of the second academic year. 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 PTR7542 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, a systematic review, a research project, an education project or a community service activity. Student will submit their proposal for approval 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 (2)**

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 PTR7650 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 PTR7660 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, a systematic review, a research project, an education project or a community service activity . 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 10-12 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

## **Psychology**

### **PSY5036: Applied Behavioral Statistics (3)**

This course examines a variety of statistical methods. Students will apply statistical methods to actual human behavioral topics and issues. Coverage includes descriptive statistics: frequencies, percentages, central tendency, variability, graphing, skewness and kurtosis. Statistical analyses included are probability and inferential statistics, including *t* tests (one and two sample), ANOVA, Chi square, Pearson *r* correlation and regression. Basic preparation in mathematics is needed. PREREQUISITE: None

### **PSY5110: Legal Systems and Evidence Practices in Forensic Psychology (3)**

The course is designed to give an overview of legal principles and practices which provide a framework for forensic psychology and 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, evidence practices, initial appearance, arraignment, preliminary examination, trial, guilty pleas or conviction, sentence and release. PREREQUISITE: None

### **PSY5112: Psychological Aspects of the Criminal Mind and Criminal Behavior (3)**

In this course students will study the criminal mind and behavior. A portion of this course will be dedicated to examining and discussing criminal profiling and serial killers. Another important segment of this course will deal with causes of criminal behavior especially related to child abuse, domestic violence, rape, murder and other violent offenses. Coverage will also include the study of the mind and behaviors of professionals in the courts, corrections, law enforcement, probation and parole. PREREQUISITE: None

### **PSY5114: Counseling Techniques in Forensic Psychology (3)**

The purpose of this course is to provide the student with an understanding of counseling theory and specific skills as they relate to forensic psychology and criminal justice professionals. Topics will include treatment for substance use disorder, anger management, motivational interviewing, cognitive behavioral therapy and other current subject matter. The focus will be on the use of these skills to as an alternative to incarceration or to reduce recidivism. 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: None

### **PSY5116: Psychological and Legal Aspects of Interpersonal Violence (3)**

A psychological examination of domestic violence and its interaction with forensic psychology and the criminal justice system. Areas of focus include victim advocacy, causative factors, legal issues, substance abuse correlations and behavior modification programs. Particular emphasis will be placed on in-depth chronic offender profiles. PREREQUISITE: None

### **PSY5118: Ethical Practices in Forensic Psychology (3)**

This course is designed to explore various ethical dilemmas in forensic psychology facing criminal justice professionals. Students will examine and discuss the ethical practice for forensic professionals in the courts, corrections, law enforcement, probation and parole. The content will

include applying various theories of moral decision making, including moral rationalism, utilitarianism and Kant's categorical imperative to real-life and hypothetical situations confronting the criminal justice practitioner. PREREQUISITE: None

**PSY5205: Basic & Applied Research in Schools (3)**

This course examines evaluative methodologies and strategies, types of research, program evaluation, needs assessments, and ethical and legal considerations. Students will link statistical analysis and research methodology so that students may become a sophisticated research consumer as well as research producer. Understanding research strategy and the logic behind the statistical tests for applied purposes is an underlying theme of the course. This course will allow students to understand the nature of empirical research in developing surveys, educational interventions, program evaluations and therapeutic strategies. PREREQUISITE: None

**PSY5207: Applied Research Methodology and Evaluation (3)**

This course examines social science research including evaluative methodologies and strategies, types of research, program evaluation, needs assessments, and ethical and legal considerations. Students will link statistical analysis and research methodology so that students may become a sophisticated research consumer as well as research producer. Understanding research strategy and the logic behind the statistical tests for applied purposes is an underlying theme of the course. This course will allow students to understand the nature of empirical research in developing surveys, educational interventions, program evaluations and therapeutic strategies. PREREQUISITE: None

**PSY5215: Theories of Counseling (3)**

This course provides the student with a broad overview of several important approaches to counseling and psychotherapy. Because of their widespread use and scientific respectability, focus will be on four major approaches: Psychoanalytic, Behavioral, Cognitive, and Client Centered. The emphasis will be on the ways in which each theory views the development of psychopathology and, consequently, the manner in which each theory recommends treatment. A systems approach to counseling and well as school counseling will be emphasized. Counseling procedures and skills necessary to the effective practitioner are reviewed with a focus on listening and communication skills, both verbal and nonverbal. PREREQUISITE: None

**PSY5217: Counseling Theories, Techniques, Practice and Consultation (3)**

This course examines the major theories, principles and techniques of mental health counseling and the application of such theories to counseling settings. This includes the examination of the influence of psychoanalytic, interpersonal/social, cognitive and behavioristic theories on present therapeutic techniques. A number of treatment modalities and styles of counseling are evaluated and the relationship between the nature of the current DSM diagnoses and the effectiveness of each approach is discussed. Coursework, discussion and role play are used to translate theoretical understanding into effective counseling behavior for a clear understanding of applying theoretical perspectives to work with clients and for consultation with individuals and families. PREREQUISITE: None

**PSY5225: Family, Marriage and Couples Counseling and Consultation (3)**

This course will provide students with a solid basis in General Systems Theory in relation to mental health counseling for family, marriage and couples counseling and consultation. Coverage will include theories and techniques that could be used by the counselor or psychologist in dealing with family, marriage, and couples' issues. Topics will include initial interview skills, therapeutic intervention modalities and the application of systems theory to the family setting. Included will be usefulness and application of theory to culturally diverse groups and diverse family dynamics in relation to counseling and consultation. PREREQUISITE: None

**PSY5226: Couple Counseling (3)**

This course will provide students with an exploration of the challenges, and opportunities of contemporary couple counseling. The course integrates therapeutic approaches such as CBT, existential, and systems approaches. The coursework will cover guidelines for couple counseling including assessment, ethics, treatment planning, effective interventions, pitfalls, and best practices. Students will explore case studies, vignettes and dialogues as well as build a unique connection between stages of development and appropriate interventions. Further examination will include the effects of culture and gender in couple counseling. Students will have the opportunity to apply theoretical approaches to practice. PREREQUISITE: None

**PSY5229: Crisis Intervention and Trauma Informed Care (3)**

Includes studies of the theories and principles of crisis intervention as applied to therapeutic strategies for treatment. Students will also examine and discuss trauma-informed care practices for an understanding of the pervasive nature of trauma and to promote healing and to avoid re-traumatization in the counseling relationship. Provides a scientific bases of various approaches to trauma informed care and crisis intervention including short-term, long-term 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

**PSY5230: Principles and Practice of School Counseling (3)**

This introductory course is designed to acquaint the student with the basics of the need, primary focus, and ethics of counseling services. Issues related to school counseling 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 counseling issues, will be explored. Emphasis is placed on the understanding that the school counselor serves as part of a collaborative team with a strong focus on consultation. PREREQUISITE: None

**PSY5240: Counseling Basics (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. 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)**

This course provides 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. The course will address juvenile recidivism rates. Students will become familiar with the polies and practices of organizations providing services to the juvenile population. PREREQUISITE: None

**PSY5245: Counseling Diverse Populations (3)**

This course is designed to provide students with the cultural and social foundations as well as examine the research pertaining to counseling in a diverse society. Theoretical approaches and experiential exercises are used to assist in the development of personal awareness and sensitivity toward issues of diversity (e.g., ethnicity, disability, sexual orientation, age, religion, gender). Attention will be paid to the way counselors and students construct meaning in a multicultural and diverse society. PREREQUISITE: None

**PSY5305: Career Development (3)**

This course is designed to acquaint the student with vocational counseling practices in relation to career development and lifestyle appraisal. An understanding of and practice in career development assessment and career counseling techniques will be explored. Students will also explore professional orientation for a career in counseling. Sources of career assessment and appraisal, career information, lifestyle development, advantages and disadvantages of each source and methods of storing and disseminating information will be explored. Current issues in college planning and school-to-work transition programming will also be addressed. PREREQUISITE: None

**PSY5307: Career Development and Lifestyle Appraisal (3)**

This course is designed to acquaint the student with vocational counseling practices in relation to career development and lifestyle appraisal. An understanding of and practice in career development assessment and career counseling techniques will be explored. Students will also explore professional orientation for a career in counseling. Sources of career assessment and appraisal, career information, lifestyle development, advantages and disadvantages of each source and methods of storing and disseminating information will be explored. Current issues in college planning and school-to-work transition programming will also be addressed. PREREQUISITE: None

**PSY5315: Group Counseling in Schools (3)**

This course will examine the theoretical and experiential understandings of group development, purpose, dynamics, group counseling methods and skills, as well as leadership styles for group facilitation. Coursework covers the dynamics and processes of group counseling within the schools. An emphasis of this course is on personal 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. Topics such as addiction, poverty, diversity, and education will be explored in understanding the individual response to group counseling. PREREQUISITE: None

**PSY5317: Group Counseling Theories and Practice (3)**

This course will examine the theoretical and experiential understandings of group development, purpose, dynamics, group counseling methods and skills, as well as leadership styles for group facilitation. Coursework covers the dynamics and processes of mental health groups (therapeutic, psychosocial, psycho-educational). An emphasis of this course is on personal 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. Topics such as addiction, poverty, diversity, and education will be explored in understanding the individual response to group counseling. PREREQUISITE: None

**PSY5316: Theories and Practices in Forensic Psychology (3)**

This course will provide students with information about the various forensic theories and practices used by forensic psychologists and other criminal justice professionals. The theoretical background of forensic psychology is covered in this course along with the understanding of practices such as 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: PSY5207

**PSY5319: Grief and Loss Counseling (3)**

This course will review historical and modern theories of grief and loss, bereavement, and mourning rituals, as well as evidence-based interventions. The course will begin with an overview of grief and loss, including common misconceptions, basic definitions, the evolution of grief theory, and diagnostic considerations. The Transcending Model of Grief and Loss (TMGL) framework will be explored in this course. Special considerations including sociocultural, identity, non-death, suicide, and lifespan-related loss factors will also be covered. The course will also feature information on development, attachment, neurobiology, and cultural identity as they relate to an individual's experiences of grief and loss. Students will explore a wide range of perspectives on grief, loss, and death with emphasized viewpoints from worldwide religions and cultures. Students will learn about the importance of integrating self-care into practice and discover strategies for continued self-reflection practices to maintain personal and professional health while simultaneously supporting clients through their grief journey. PREREQUISITE: None

**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: Learning Theories and Behavioral Interventions (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. Students will incorporate the theories in applied behavioral interventions useful to counselor and psychologists when working with clients in need of behavioral changes. The emphasis will be on the twentieth century theorists 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 include discussion of behavior and attitude change. Piaget's cognitive model will review qualitative differences in learning according to developmental stages. Coverage will also include processing models, cognitive acquisition theories and the basic models concerning the physiology of learning and memory. PREREQUISITE: None

**PSY5338: Diagnostic Cognitive Assessment: WISC/WAIS/WCJ COG (3)**

Provides a thorough understanding of the administration, scoring and interpretation of the WISC, WAIS and WCJ COG. Students will practice administration, interpretation and report writing for cognitive assessment. Subject analysis stresses an understanding of cognitive strengths and weaknesses. Scoring analysis covers comprehensive measures of cognitive abilities such as memory, achievement and intelligence in children and adults. 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 of cognitive scales. PREREQUISITE: None

**PSY5345: Developmental Psychopathology (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; emphasis regarding the understanding of behaviors of culturally diverse groups. The symptomatological disorders, including borderline personalities and various phobic and obsessive-compulsive syndromes will be studied. Also covered will be dis-compensation, stress, anxiety, and defense. Mental health diagnosis focusing on DSM 5 and issues related to children and families will also be featured in this course. PREREQUISITES: None

**PSY5347: Psychopathology: Assessment, Diagnosis and Treatment (3)**

This course includes the assessment, diagnosis and mental health treatment planning for psychopathological behavior. The symptomatology and criteria of disorders will be studied using

the current Diagnostic and Statistical Manual of Mental Disorders (DSM) in relation to counseling and treatment. The standards for differential diagnosis will be clarified. Case studies will be utilized to cover processes from intake interviews, assessment, and diagnosis to the treatment planning. 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. PREREQUISITE: None

**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 Counseling and 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 and mental health counseling. PREREQUISITE: None

**PSY5360: Trauma Informed School Counseling (3)**

This course explores the rapidly expanding literature in the field of psychological trauma and attempts to delineate its common concerns, research basis, and practice guidelines especially how it impacts students and schools. Students will discuss the roles and responsibilities of counselors in common concerns, research basis, and practice guidelines as well as interventions post trauma exposure. The course covers types of potentially traumatic events, effects of trauma, assessment and potential outcomes, and common elements in treatment interventions for trauma. PREREQUISITE: None

**PSY5365: Counseling Families (3)**

The purpose of this course is to provide students with an introduction to family and couple counseling theory, and perspectives of family therapy along with issues of diversity. This course will focus on theory and practice, viewing the couple/family as a unitary psychosocial system. Major topics will include history, theory, and practice models, healthy family functioning, family dysfunction, and intervention techniques. This course will also address issues relative to diversity in families and couples along with perspectives of family therapy. PREREQUISITE: None

**PSY5370: Special Topics in School Counseling (3)**

This course will focus on relevant and essential topics for aspiring school counselors. Topics will include creating and delivering tier 1 school counseling curriculum, particularly in classrooms, as well as developing comprehensive school counseling programs, leadership in

school counseling and the use of data in school counseling. PREREQUISITE: None

### **PSY5407: Practicum in Mental Health Counseling (3)**

This practicum experience provides students with an opportunity to put their acquired academic knowledge into clinical practice prior to their internship. The practicum is defined as a distinctly defined, pre-internship, supervised curricular experience that totals a minimum of 100 hours. The practicum provides for the development of clinical mental health counseling and group work skills under supervision and may take place on the academic campus or in a clinical field experience site. Class meetings are required and are an integral part of the necessary supervision. Case studies will be used to build in-depth knowledge of the diagnostic criteria of disorders in the current DSM and to practice assessment, treatment and appropriate termination of the counseling relationship. In addition to developing counseling skills through the readings and exercises in the textbook, students also role-play counseling in the classroom or on recordings. Students explore their specific career interests and search for sites for the following semester's internship experiences while preparing a portfolio of documentation to be kept by the student for future licensing. The practicum is utilized to meet the practicum requirements for licensure as a mental health counselor. Additional requirements may apply. Student is responsible for meeting any regulatory requirements for licensure. PREREQUISITE: Majority of coursework including PSY5217, PSY5417, PSY5347

### **PSY5415: Child and Adolescent Development (3)**

This course addresses the physical, cognitive and social-emotional development across the lifespan for children and adolescents along with the movement into adulthood 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 major theories of physical, cognitive, affective and social development across the life span for individuals and families are applied to the understanding of learning, personality development, and mental health counseling practice. The sociocultural and social economic factors that may contribute to a developmental outcome are also considered. PREREQUISITE: None

### **PSY5417: Human Growth and Development (3)**

This course addresses the physical, cognitive and social-emotional development across the lifespan for 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 major theories of physical, cognitive, affective and social development across the life span for individuals and families are applied to the understanding of learning, personality development, and mental health counseling practice. The sociocultural and social economic factors that may contribute to a developmental outcome are also considered. PREREQUISITE: None

### **PSY5418: Psychometric Tests and Measurement for Individuals and Groups**

In this course, the student will be encouraged to develop a personal frame of reference around understanding of psychometric theories including validity, reliability and other facets of measurement used to understand group and individual assessment. Students will practice assessment procedures, data collection, scoring and reporting. Specifics include an examination of several diagnostic instruments such as personality and cognitive assessments including the

WISC/WAIS, Mini Mental Status Exam, MMPI, TAT and Rorschach, etc. Problems involved in assessing dysfunction will be included, as well as the application of assessment and diagnoses to the selection of treatment modalities used by mental health counselors or psychologists.

PREREQUISITE: None

**PSY5425: Post High School Options (3)**

This course explores the college admissions process, with emphasis on current issues confronting school counselors, application and admissions criteria for various types of 2- and 4-year colleges, and college counseling for special student populations. Students gain an understanding of the resources available to counselors in the college admissions process including print material, software, web sites, and organizations. The course will also explore the transition process for students who will enter the workforce or the military as potential career options after high school. PREREQUISITE: None

**PSY5430: Assessment Techniques in Forensic Psychology (3)**

The focal point of this course will be on psychological assessments used in legal systems to aid in legal fact finding such as assessments of risk of danger to self or others, mental health, substance abuse, competency, and criminal intent. 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: None

**PSY5510: Counseling Theory and Practice (3)**

Includes studies of major theories, approaches and procedures in counseling and psychotherapy; historical-cultural developmental contexts; case conceptualization and specific techniques used in contemporary therapeutic systems and their respective limitations; applications with various client populations; ethical and professional issues associated with counseling theories and practices. PREREQUISITE: None

**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. Students examine and discuss the relationship between sexuality, gender roles, gender identity, sexual behavior with mental health, self-concept, self-esteem, and lifestyle choices across the life span in relation to counseling treatment approaches and techniques. 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 the 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: Approval of advisor

**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: Approval of advisor

**PSY5938: Internship in Mental Health Counseling III (3)**

This is the third semester of internship experience in mental health counseling which some students may need to complete their state licensure requirements. Students are required to accumulate an extra 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: Approval of advisor

**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 the Exceptional Child (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): None

**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 Use Disorders and Addiction Counseling**

This course encompasses the understanding of substance use disorder within the criteria of the current DSM and addiction as a disease within the medical model. Students will be introduced to contemporary theories on the social, physiological, psychological and emotional components of addiction. The appropriate mental health counseling treatment modalities for addiction and co-occurring disorders will be reviewed and practiced through an understanding of the stages, effects and processes of addiction. This course will cover preventions, interventions and outreach strategies related to addiction and recovery counseling. Medically assisted treatment will also be discussed. PREREQUISITE: None

**PSY6505: Legal and Ethical Issues in School Counseling (3)**

The purpose of this course is to acquaint the student with the major ethical issues in the practice of psychology. The course will involve an intense analysis of the philosophical, technical, and consultative issues contributing to the professional identity and function of the counselor in a public school or clinical setting. Emphasis will be placed on the setting, the practical application of theory, and the demands placed on the practicing clinician. This course stresses professional ethics and general standards of conduct; the guide for this section of the course is the American Psychological Association's Code of Ethics.

PREREQUISITE: None

**PSY6507: Issues and Ethics in Professional Orientation (3)**

The purpose of this course is to acquaint the student with the major ethical issues in the practice of mental health counseling and psychology. This course includes the understanding of professional roles and functions of counselors or psychologists, with particular emphasis on legal and ethical standard through ethical case conceptualization, analysis and decision making as it relates to clinical practice. The course involves an intense analysis of the philosophical, technical and consultative issues contributing to the professional identity and function of the counselor or psychologist in a variety of clinical settings. Emphasis will be placed on the practical application of theory and the demands of a particular setting. This course stresses professional ethics and general standards of conduct by examining the standards set by the code of ethics of the American Counseling Association and the American Mental Health Counselors Association for the understanding of licensure and regulatory practices. In addition, a guide for this section of the course is also the American Psychological Associations Code of Ethics. PREREQUISITE: None

**PSY6517: Psychopharmacology and Substance Abuse (3)**

This course covers the fundamental principles of pharmacology, drug actions, tolerance, clinical use of psychotic medications, substance abuse and addiction treatment. The classifications, indications, effective dosages, and side effects of commonly prescribed psychopharmacological medications will be discussed. A component of this course includes a focus on addiction and the treatment of individuals within this special population relevant to mental health counseling. Research that explores the efficacy of medications taken during treatment, specific treatment programs and the degree of recidivism is presented. PREREQUISITE: None

**PSY6525: Substance Abuse Issues and the 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: 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

**PSY6607: Clinical Skills in Treatment Modalities and Consultation (3)**

This course examines the theoretical bases of the counseling processes, mental health counseling techniques, and their therapeutic applications in relation to the understanding and practice of counseling skills necessary for the mental health counselor and psychologists. This course will provide students with a number of treatment modalities and techniques such as cognitive behavioral therapy, and psychoanalysis to integrate the theories of treatment into specific situations that the counselor or psychologist will confront in actual practice. Case studies and simulations of therapeutic interventions will support the application of theories to practice. Topics will range from working with clients individually and multiple system membership to consultation around behavioral/emotional issues in a variety of clinical settings. The consultation model will be considered as it relates to counselors and psychologists within a multicultural model. PREREQUISITE: PSY5347

**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: Multicultural Studies and Social Bases of Behavior (3)**

This course examines the theories of multicultural counseling, issues and trends of a multicultural and diverse society and includes the foundational knowledge and skills needed to provide mental health counseling services to diverse populations in a culturally competent manner. This course covers a number of advanced topics in the general area of social and interpersonal psychology, including cultural, ethnic and group processes, familial patterns, sexual orientation, gender roles, disability status, religious beliefs, age, 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 cultural, racial and ethnic bases of behavior. 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

**PSY6678/79: Advanced Practicum with Seminar I/II (6)**

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. Periodic meetings are scheduled with students and the college advisor as part of the practicum experience. A seminar class is a component of the practicum; it provides academic information, group supervision, and opportunity to share practical experiences. A Student Portfolio that focuses on the Massachusetts State Standards will be developed. 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 the Dean'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

**PSY6689/90: Advanced Practicum with Seminar I/II (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. A Student Portfolio that focuses on the Massachusetts State Standards will be developed. The practicum is 450 clock hours. PREREQUISITES: Completion of 30 graduate credits, passage of Communication and Literacy MTEs, GPA of 3.0 and approval of school district and the Dean'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

**PSY6807: Mental Health Counseling Internship I (3)**

This is the first semester of internship consisting of a minimum of 300 hours of the 600 required minimum hours which in total includes a minimum of 240 clinical hours, and 45 hours of supervision (at least 15 of which were individual in nature and 15 of which were group in nature) provided by a supervisor who meets the definition of an approved supervisor by state

regulations. This internship experience is primarily an off-campus, supervised work experience, extending over two semesters and involving a minimum of 16-20 hours per week. Internship is undertaken in the final year of the program. Class meetings are required and are an integral part of the necessary supervision. All aspects of clinical experience from intake to discharge are covered with primary emphasis on face-to-face counseling interaction in relation to current DSM diagnoses. The internship is utilized to meet the internship requirements for licensure as a mental health counselor. Additional requirements may apply. Student is responsible for meeting any state regulatory requirements for licensure. PREREQUISITE: Final year status. Practicum (PSY5407) and majority of coursework.

**PSY6809: Mental Health Counseling Internship II (3)**

This is the second semester of internship consisting of a minimum of 300 hours of the 600 required minimum hours which in total includes a minimum of 240 clinical hours, and 45 hours of supervision (at least 15 of which were individual in nature and 15 of which were group in nature) provided by a supervisor who meets the definition of an approved supervisor by state regulations. This internship experience is primarily an off-campus, supervised work experience, extending over two semesters and involving a minimum of 16-20 hours per week. Internship is undertaken in the final year of the program. Class meetings are required and are an integral part of the necessary supervision. All aspects of clinical experience from intake to discharge are covered with primary emphasis on face-to-face counseling interaction in relation to current DSM diagnoses. The internship is utilized to meet the internship requirements for licensure as a mental health counselor. Additional requirements may apply. Student is responsible for meeting any state regulatory requirements for licensure. PREREQUISITE: Majority of coursework. Final year status. Practicum (PSY5407) and Internship I (PSY6807).

**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 School Adjustment Counseling (3)**

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 with assistance from a college program 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 300-hour clinical experience. Since the student must qualify for an initial license before beginning the clinical experience this experience may be done within the employment setting and is necessary for the professional license. PREREQUISITES: Initial license in School Adjustment Counseling, permission from the Dean.

**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 (3)**

This course will focus on advancing the development of psychological, behavioral and therapeutic skills needed to provide basic counseling services to students in elementary, middle and high schools. Emphasis will be on developing strategies to help students manage their anxiety and depression and to assist students as they work on academic underachievement, peer relationship problems, cultural differences, emotional disorders, gender-related issues, and bullying. PREREQUISITE: PSY 5215

**PSY6850: Diagnostic Psychoeducational Assessment (3)**

The purpose of this course is to learn how to carry out a psychoeducational assessment using appropriate assessment instruments and how 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: None

**PSY6855: Testing in Schools (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 (MCAS), 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

**PSY6888: Capstone in Forensic Psychology (3)**

The Forensic Psychology Capstone is a culminating experience that allows students the opportunity to demonstrate skills in research, writing, communication, reflecting, critical thinking, and professional proficiencies including ethical and cultural competencies. Students will choose a specific area of interest and connect knowledge acquired during the program to best practices in the field of Forensic Psychology through a review of past coursework, literature review of evidence-based practices and/or any volunteer/work related experience in the field. The capstone project provides students the opportunity to engage in graduate level scientific inquiry focused on an area of specialization within the forensic psychology profession. All forensic psychology topics, broadly defined, will be considered as acceptable. This course was developed to be beneficial at any time during the program. PREREQUISITE: None.

**PSY6889: Internship in Forensic Psychology (3)**

This course is primarily an off-campus supervised work experience in a forensic setting involving approximately 10-15 hours per week for a total of 200 hours minimum over one or two semesters. All internships are usually undertaken during the final year of the program with approval of the internship professor. One hour of direct on-site supervision is required and will be provided by an expert in the field. On-campus meetings are also required and are an integral part of the supervision process. This internship is a non-licensure track experience and does not need to be supervised by a licensed individual. The experience will not meet the requirements for any licensure. All forensic experiences, broadly defined, will be considered as acceptable placements. PREREQUISITE: Final year.

**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 Individual 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 an 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

**PSY8036: Applied Behavioral Statistics (3)**

This course examines a variety of statistical methods. Students will apply statistical methods to actual human behavioral topics and issues. Coverage includes descriptive statistics: frequencies, percentages, central tendency, variability, graphing, skewness and kurtosis. Statistical analyses included are probability and inferential statistics, including t tests (one and two sample), ANOVA, Chi square, Pearson r correlation and regression. Students will read, analyze and interpret written works or research by influential classic theorists and will present their findings in class. 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

**PSY8217: Counseling Theories, Techniques, Practice and Consultation (3)**

This course examines the major theories, principles and techniques of mental health counseling and the application of such theories to counseling settings. This includes the examination of the influence of psychoanalytic, interpersonal/social, cognitive and behavioristic theories on present therapeutic techniques. A number of treatment modalities and styles of counseling are evaluated

and the relationship between the nature of the current DSM diagnoses and the effectiveness of each approach is discussed. Coursework, discussion and role play are used to translate theoretical understanding into effective counseling behavior for a clear understanding of applying theoretical perspectives to work with clients and for consultation with individuals and families. Students will read, analyze and interpret written works or research and will present their findings. PREREQUISITE: None

### **PSY8219: Practicum in Mental Health Counseling (3)**

The purpose of the practicum is to provide experience for the student in counseling practice and supervision. The practicum is defined as a distinctly defined, pre-internship, supervised curricular experience that totals a minimum of 100 hours. The practicum provides for the development of clinical mental health counseling and group work skills under supervision and may take place on the academic campus or in a clinical field experience site. Case studies will be used to build in-depth knowledge of the diagnostic criteria of disorders in the current DSM and to practice assessment, treatment and appropriate termination of the counseling relationship. The student is offered an opportunity to apply skills gained from coursework to counseling practice through peer role plays and experiences in individual, group, couple, or family interactions. Students may choose to complete their practicum experience at a conforming clinical field experience site. The student works under the direct supervision of an approved licensed mental health counselor or equivalent. Meetings are held with the college supervisor and are an integral part of the necessary supervision. Students explore their specific career interests and search for sites for the internship experience while preparing a portfolio of documentation to be kept by the student for future licensing. The practicum is utilized to meet the practicum requirements for licensure as a mental health counselor. Additional requirements may apply. Student is responsible for meeting any state regulatory requirements for licensure. PREREQUISITES: , PSY9949, PSY9950.

### **PSY8225: Family, Marriage and Couples Counseling and Consultation (3)**

This course will provide students with a solid basis in General Systems Theory in relation to mental health counseling for family, marriage and couples counseling and consultation. Coverage will include theories and techniques that could be used by the counselor or psychologist in dealing with family, marriage, and couples' issues. Topics will include initial interview skills, therapeutic intervention modalities and the application of systems theory to the family setting. Included will be usefulness and application of theory to culturally diverse groups and diverse family dynamics in relation to counseling and consultation. Students will read, analyze and interpret written works or research and will present their findings. PREREQUISITE: None

### **PSY8226: Couple Counseling (3)**

This course will provide students with an exploration of the challenges, and opportunities of contemporary couple counseling. The course integrates therapeutic approaches such as CBT, existential, and systems approaches. The coursework will cover guidelines for couple counseling including assessment, ethics, treatment planning, effective interventions, pitfalls, and best practices. Students will explore case studies, vignettes and dialogues as well as build a unique connection between stages of development and appropriate interventions. Further examination will include the effects of culture and gender in couple counseling. Students will have the

opportunity to apply theoretical approaches to practice. Doctoral students will write a comprehensive paper on theoretical orientations and approaches used in counseling sessions or complete a similar project. PREREQUISITE: None

**PSY8227: Crisis Intervention and Trauma Informed Care (3)**

Includes studies of the theories and principles of crisis intervention as applied to therapeutic strategies for treatment. Students will also examine and discuss trauma-informed care practices for an understanding of the pervasive nature of trauma and to promote healing and to avoid re-traumatization in the counseling relationship. Provides a scientific bases of various approaches to trauma informed care and crisis intervention including short-term, long-term 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. Students will read, analyze and interpret written works or research and will present their findings. PREREQUISITE: None

**PSY8228: Practicum in School Psychology (Part I) (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

**PSY8229: Practicum in School Psychology (Part II) (3)**

The purpose of this second semester of practicum is to continue to provide experience for the student in a school setting. The student is offered an opportunity to apply skills gained from coursework in actual practice of school psychology. The student works under the direct supervision of a certified or licensed school 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 meetings are held with the college supervisor in order to provide additional academic information and to discuss practical experiences. PREREQUISITE: Advanced standing and permission of the department chair

**PSY8238: Practicum in Psychology – Non-Licensure (3)**

The purpose of the non-licensure practicum is to provide experience for the student in human dynamics in a variety of settings with an overarching sense of social justice. Settings can be school systems, mental health programs, workplaces or other institutions that serve the needs of individuals, families or groups. The student is offered an opportunity to apply skills gained from coursework in actual practice in that setting. The student works under the direct supervision of a mentor in the field with the assistance of a college adviser. The mentor helps the student to develop appropriate goals, to effectively use interpersonal skills and to determine the areas to be further developed. Periodic meetings are held with the college supervisor in order to provide additional academic information and to discuss practical experiences. PREREQUISITE: Advanced standing

**PSY8307: Career Development and Lifestyle Appraisal (3)**

This course is designed to acquaint the student with vocational counseling practices in relation to career development and lifestyle appraisal. An understanding of and practice in career development assessment and career counseling techniques will be explored. Students will also explore professional orientation for a career in counseling. Sources of career assessment and appraisal, career information, lifestyle development, advantages and disadvantages of each source and methods of storing and disseminating information will be explored. Current issues in college planning and school-to-work transition programming will also be addressed. Students will read, analyze and interpret written works or research and will present their findings.

PREREQUISITE: None

**PSY8317: Group Counseling Theories and Practice (3)**

This course will examine the theoretical and experiential understandings of group development, purpose, dynamics, group counseling methods and skills, as well as leadership styles for group facilitation. Coursework covers the dynamics and processes of mental health groups (therapeutic, psychosocial, psycho educational). An emphasis of this course is on personal 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. Topics such as addiction, poverty, diversity, and education will be explored in understanding the individual response to group counseling. Students will read, analyze and interpret written works or research and will present their findings. PREREQUISITE: None

**PSY8319: Grief and Loss Counseling (3)**

This course will review historical and modern theories of grief and loss, bereavement, and mourning rituals, as well as evidence-based interventions. The course will begin with an overview of grief and loss, including common misconceptions, basic definitions, the evolution of grief theory, and diagnostic considerations. The Transcending Model of Grief and Loss (TMGL) framework will be explored in this course. Special considerations including sociocultural, identity, non-death, suicide, and lifespan-related loss factors will also be covered. The course will also feature information on development, attachment, neurobiology, and cultural identity as they relate to an individual's experiences of grief and loss. Students will explore a wide range of perspectives on grief, loss, and death with emphasized viewpoints from worldwide religions and cultures. Students will learn about the importance of integrating self-care into practice and discover strategies for continued self-reflection practices to maintain personal and professional health while simultaneously supporting clients through their grief journey. Doctoral students will write a comprehensive paper on theoretical orientations and approaches used in counseling sessions or complete a similar project. PREREQUISITE: None

**PSY8330: 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. Students will read, analyze and interpret written works or research and will present their findings in class.

PREREQUISITE: None

**PSY8338: Diagnostic Cognitive Assessment: WISC/WAIS/WCJ COG(3)**

Provides a thorough understanding of the administration, scoring and interpretation of the WISC, WAIS and WCJ COG. Students will practice administration, interpretation and report writing for cognitive assessment. Subject analysis stresses an understanding of cognitive strengths and weaknesses. Scoring analysis covers comprehensive measures of cognitive abilities such as memory, achievement and intelligence in children and adults. 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 of cognitive scales. Students will read, analyze and interpret written works or research and will present their findings. PREREQUISITE: None

**PSY8340: Racial, Multi-Cultural and Social Bases of Behavior (3)**

This course emphasizes diversity in relation to the theories, issues, and trends related to multicultural counseling and family consultation. The focus is on the impact of diversity on psychological, physical and social health and growth. Coursework covers studies of the attitudinal and behavioral patterns of diverse people based on life stage, religious beliefs and rituals, sexual orientation, gender identity, racial identity, ethnicity, cultural beliefs and rituals, familial dynamics, socioeconomic status, and intellectual and physical differences. The students will gain the necessary knowledge and skills to provide competent counseling and consultation to diverse individuals, groups and families. PREREQUISITE: None

**PSY8355: Systems and Theories in Counseling and 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 and mental health counseling. Students will read, analyze and interpret written works or research and will present their findings. PREREQUISITE: None

**PSY8410: Cognitive Psychology (3)**

This course will provide students with an intensive analysis of cognitive functioning in relation to human thought and behavior. Course topics include brain and behavior, cognitive neuroscience, information processing, perception, attention, language, memory, problem solving, creativity, decision making, cognitive development, intelligence, and consciousness. Different paradigms of information processing, especially those that are developmentally related, will be reviewed with emphasis on cognitive development and assessment. Traumatic Brain Injury (TBI) and other brain disorders will also be discussed in relation to providing psychological services to these individuals and their families. PREREQUISITE: None

**PSY8417: Internship 1 (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: Approval of advisor

**PSY8418: Internship 2 (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: Approval of advisor

**PSY8419: Internship 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: Approval of advisor

**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

**PSY8507: Issues and Ethics in Professional Orientation (3)**

The purpose of this course is to acquaint the student with the major ethical issues in the practice of mental health counseling and psychology. This course includes the understanding of professional roles and functions of counselors or psychologists, with particular emphasis on legal and ethical standard through ethical case conceptualization, analysis and decision making as it relates to clinical practice. The course involves an intense analysis of the philosophical, technical and consultative issues contributing to the professional identity and function of the counselor or psychologist in a variety of clinical settings. Emphasis will be placed on the practical application

of theory and the demands of a particular setting. This course stresses professional ethics and general standards of conduct by examining the standards set by the code of ethics of the American Counseling Association and the American Mental Health Counselors Association for the understanding of licensure and regulatory practices. In addition, a guide for this section of the course is also the American Psychological Associations Code of Ethics. Students will read, analyze and interpret written works or research and will present their findings.

PREREQUISITE: None

### **PSY8517: Psychopharmacology and Substance Abuse (3)**

This course covers the fundamental principles of pharmacology, drug actions, tolerance, clinical use of psychotic medications, substance abuse and addiction treatment. The classifications, indications, effective dosages, and side effects of commonly prescribed psychopharmacological medications will be discussed. A component of this course includes a focus on addiction and the treatment of individuals within this special population relevant to mental health counseling. Research that explores the efficacy of medications taken during treatment, specific treatment programs and the degree of recidivism is presented. Students will read, analyze and interpret written works or research and will present their findings. PREREQUISITE: None

### **PSY8518: Internship in Mental Health Counseling I (3)**

This is the first semester of a post-practicum supervised internship experience consisting of a minimum of 300 hours of the 600 required minimum hours which in total includes a minimum of 240 clinical hours, and 45 hours of supervision (at least 15 of which were individual in nature and 15 of which were group in nature) provided by a supervisor who meets the definition of an approved supervisor by state regulations. Includes supervised field experience in counseling, psychotherapeutic techniques and assessment procedures in an approved clinical facility supervised by an approved licensed mental health counselor or equivalent. On-campus or virtual meetings with faculty supervisors are also required as a key part of the curricular experience and an integral part of the necessary supervision. Includes seminars and case studies in relation to diagnoses in the current DSM. The internship may be selected after the student has completed the majority of doctoral coursework and involves at minimum 16 to 20 hours a week. The internship is utilized to meet the internship requirements for licensure as a mental health counselor. Additional requirements may apply. Student is responsible for meeting any state regulatory requirements for licensure. PREREQUISITES: Advanced standing. Completion of majority of coursework. Practicum PSY8219.

### **PSY8519: Internship in Mental Health Counseling II (3)**

This is the second semester of a post-practicum supervised internship experience consisting of a minimum of 300 hours of the 600 required minimum hours which in total includes a minimum of 240 clinical hours, and 45 hours of supervision (at least 15 of which were individual in nature and 15 of which were group in nature) provided by a supervisor who meets the definition of an approved supervisor by state regulations. Includes supervised field experience in counseling, psychotherapeutic techniques and assessment procedures in an approved clinical facility supervised by an approved licensed mental health counselor or equivalent. On-campus or virtual meetings with faculty supervisors are also required as a key part of the curricular experience and an integral part of the necessary supervision. Includes seminars and case studies in relation to diagnoses in the current DSM. The internship may be selected after the student has completed

the majority of doctoral coursework and involves at minimum 16 to 20 hours a week. The internship is utilized to meet the internship requirements for licensure as a mental health counselor. Additional requirements may apply. Student is responsible for meeting any state regulatory requirements for licensure. **PREREQUISITES:** Advanced standing. Completion of majority of coursework. Practicum PSY8219 and first semester of Internship PSY8518.

**PSY8520: Seminar on Learning Disabilities and Family Consultation (3)**

Students will gain skills in consultation and collaboration in relation to learning disabilities. Topics covered include specific learning disability profiles, the process of assessment and diagnosis of disability, related behavioral/mental health issues, interventions, accommodations and modifications. Students will engage in mock IEP meetings, role playing, discussion and literature review to build their knowledge of behavioral/mental health, collaborative, and consultation models and methods for application to specific situations. They will practice collaborating effectively with school team members, families, students and advocates in the planning and decision-making processes at the individual, group, and system levels.

**PREREQUISITE:** PSY6330

**PSY8528: 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: 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, PSY8528

**PSY8538: Internship – Non-Licensure (Part I) (3)**

The first semester of a two-semester supervised experience in mental health, human dynamics or human development 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 must benefit the system and individuals served. The internship may be selected after the student has completed the majority of doctoral coursework and involves a total of 600 hours over two semesters. This is a non-licensure field experience. On-campus meetings are also required as a key part of the supervision. Additional requirements may apply.

**PREREQUISITES:** Advanced standing. Completion of the majority of coursework.

**PSY8539: Internship – Non-Licensure (Part II) (3)**

The second semester of a two-semester supervised experience in mental health, human dynamics or human development 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 must benefit the system and individuals served. The internship may be selected after the student has completed the majority of doctoral coursework and involves a total of 600 hours over two semesters. This is a non-licensure field experience. On-campus meetings are also required as a key part of the supervision. Additional requirements may apply. PREREQUISITES: Advanced standing. Completion of the majority of coursework.

### **PSY8607: Clinical Skills in Treatment Modalities and Consultation (3)**

This course examines the theoretical bases of the counseling processes, mental health counseling techniques, and their therapeutic applications in relation to the understanding and practice of counseling skills necessary for the mental health counselor and psychologists. This course will provide students with a number of treatment modalities and techniques such as cognitive behavioral therapy, and psychoanalysis to integrate the theories of treatment into specific situations that the counselor or psychologist will confront in actual practice. Case studies and simulations of therapeutic interventions will support the application of theories to practice. Topics will range from working with clients individually and multiple system membership to consultation around behavioral/emotional issues in a variety of clinical settings. The consultation model will be considered as it relates to counselors and psychologists within a multicultural model. Students will read, analyze and interpret written works or research by influential theorists and will present their findings. PREREQUISITE: PSY5347

### **PSY8630: Human Sexuality for Counselors (3)**

This course includes studies of the diverse nature and constructs of human sexuality. Students examine and discuss the relationship between sexuality, gender roles, gender identity, sexual behavior with mental health, self-concept, self-esteem, and lifestyle choices across the life span in relation to counseling treatment approaches and techniques. 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. Doctoral students will write a comprehensive paper on theoretical orientations and approaches used in counseling sessions or complete a similar project. PREREQUISITE: None

### **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 also introduces 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: Physiological Basis of Behavior (3)**

This course covers the study of the structures of the central nervous system, the autonomic nervous system and the endocrine system and their relationship to human behavior. Coursework includes an introduction to the gross and microscopic anatomy of the central nervous system and to the physiology of the nerve impulse and synaptic transmission and reviews the relationship of

behavior to the nervous system on such chemical factors as hormones and neural transmitters. The course covers the examination and discussion of physiological disorders related to human functioning. The neurobiological effects of drugs and other substances will also be discussed. Students will apply their knowledge of the physiological basis of behavior to potential psychological interventions. PREREQUISITE: None

**PSY9220: Bivariate and Multivariate Applied Research Methods and Evaluation (3)**

The focus in this course is on the practical problems involved in real-world applied research. Students will develop an understanding of different types of social science research, strategies and methods of program evaluation, needs assessments and ethical and legal considerations in 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 analyses of data obtained from the simple to complex design. Students will practice hypotheses formulation and hypotheses testing using a variety of bivariate and multivariate statistical analyses. PREREQUISITE: Majority of coursework.

**PSY9410 Substance Use Disorders and Addiction Counseling**

This course encompasses the understanding of substance use disorder within the criteria of the current DSM and addiction as a disease within the medical model. Students will be introduced to contemporary theories on the social, physiological, psychological and emotional components of addiction. The appropriate mental health counseling treatment modalities for addiction and co-occurring disorders will be reviewed and practiced through an understanding of the stages, effects and processes of addiction. This course will cover preventions, interventions and outreach strategies related to addiction and recovery counseling. Medically assisted treatment will also be discussed. Students will read, analyze and interpret written works or research by influential theorists and will present their findings. PREREQUISITE: None

**PSY9418: Psychometric Tests and Measurement for Individuals and Groups**

In this course, the student will be encouraged to develop a personal frame of reference around understanding of psychometric theories including validity, reliability and other facets of measurement used to understand group and individual assessment. Students will practice assessment procedures, data collection, scoring and reporting. Specifics include an examination of several diagnostic instruments such as personality and cognitive assessments including the WISC/WAIS, Mini Mental Status Exam, MMPI, TAT and Rorschach, etc. Problems involved in assessing dysfunction will be included, as well as the application of assessment and diagnoses to the selection of treatment modalities used by mental health counselors or psychologists. Students will read, analyze and interpret written works or research and will present their findings. PREREQUISITE: None

**PSY9507: 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 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

**PSY9508: Quantitative Research for Educators (3)**

This course provides a framework for using quantitative methods in educational research. The course will focus on a wide range of quantitative research methods including experimental, correlational, and survey research among others. Additionally, students will review the different steps in quantitative research, the determination of different options for types of data collected, and the ability to locate, select and assess an instrument(s) for data collection. Specifying variables, reliability, validity, scales of measurement, scoring of the data, and selection of a statistical program will also be discussed. PREREQUISITE: None

**PSY9509: Dissertation Research I (3)**

Dissertation research I is the first of a two-block experience involving original doctoral research. In this course, the student will gather data to be reported in chapter four of the dissertation, using the research design developed in individualized research design. PREREQUISITE: Approval of advisor

**PSY9519: Dissertation Research II (3)**

Dissertation research II is the second of a two-block experience involving original doctoral research. In this course, the student will analyze his/her collected data, including re-engaging with the seminal scholarly literature presented in chapter 2. Data analysis will conform to the methods described in individual Research Design. In addition to analysis, the student will be able to discuss the scholarly and practitioner implications of his/her findings as well as directions for future research. PREREQUISITE: Approval of advisor

**PSY9529: Dissertation I: Introduction and Literature Review (3)**

Dissertation I is the first in a three-course block of final required dissertation writing. It yields the first two chapters of the dissertation: Introduction and literature Review. Credit is awarded when the student submits the fully edited and approved version of these two chapters to his/her Dissertation Committee. PREREQUISITE: Approval of advisor

**PSY9539: Dissertation II (3)**

Course Dissertation II 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

**PSY9549: Dissertation III (3)**

Dissertation III 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

**PSY9938: Internship in Mental Health Counseling III (3)**

This is the third semester of internship experience in mental health counseling which some students may need to complete their state licensure requirements. Students are required to accumulate an extra 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 a third internship).  
PREREQUISITE: Approval of advisor

**PSY9949: Studies in Human Lifespan Development (3)**

This course covers the major theories of human lifespan development in relation to the well-being of individuals and mental health counseling. Students will engage in a comprehensive study of major theories of physical, cognitive, affective, and social development and their application to mental health counseling and psychological interventions. Students will relate developmental theory to real life developmental issues and to the understanding of learning and personality development. Through case studies and review of literature, students will understand the nature of the developmental needs and potential issues of individuals and families at each developmental stage of life. PREREQUISITE: None

**PSY9950: Studies in Psychopathology Assessment, Diagnosis and Intervention (3)**

This course covers major theories and principles of psychopathology and intervention in relation to mental health counseling. Students will engage in a comprehensive study of identification and diagnosis of psychopathology as well as mental health treatment planning for abnormal, deviant, or psychopathological behavior. This course includes the study of assessment of psychopathology and therapeutic strategies for treatment of crisis, short-term mental health issues and long-term mental health issues. Students will study the current Diagnostic and Statistical Manual (DSM) for the criteria of diagnoses, in relation to the intake, assessment, treatment planning and counseling. Case studies will be examined to address the physiological, biological and environmental factors related to psychopathology across the human lifespan.  
PREREQUISITE: None

**PSY9951: Dissertation in Mental Health I (3)**

The first semester of the dissertation process. Part I of the dissertation process includes the completion of the dissertation proposal in accordance to the program standard and with the approval of the dissertation committee and program director. Limited to candidates for the Doctor of Mental Health Counseling degree who have successfully completed the majority of coursework including comprehensive courses PSY9949 and PSY9950. PREREQUISITE: Completion of the majority of coursework.

**PSY9952: Dissertation in Mental Health II (3)**

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 standard and approval of the dissertation committee and program director. Limited to candidates for the Doctor of Mental Health Counseling degree who have successfully completed the majority of coursework including the comprehensive courses PSY9949 and PSY9950. PREREQUISITE: Completion of the majority of coursework

**PSY9989: Dissertation in School Psychology I (3)**

The first semester of the dissertation process. Part I of the dissertation process includes the completion of the dissertation proposal in accordance with the program manual and approval of the dissertation committee and program director. Limited to candidates for the Doctor of Educational Psychology degree who have successfully completed and passed Comprehensive Exam (COMPS). PREREQUISITE: Completion of majority of coursework .

**PSY9990: Dissertation in School Psychology II (3)**

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 and passed the Comprehensive Exam (COMPS). PREREQUISITE: Completion of majority of coursework. .

## **Population and Community Health Practice**

**PCH5130: Evolutions & Applications of Public Health, Population Health & Community Health (3)**

This course introduces Master's level students to the concepts of Population Health, Public Health, and Community Health with an emphasis on social determinants of health and issues of health equity. This course will begin with a brief review of the history of public health and how the concepts and practices of focus of population public and population health efforts have evolved from the first efforts to control the spread of infectious disease to the current emphasis on social determinants of health and emerging infectious disease. The focus will shift to Community Health and how it has evolved to address upstream influences on community health, social determinants of health, and health equity. Students will review and discuss specific cases that illustrate differences and similarities between these approaches and will consider how affected populations can be engaged in the development and implementation of community health interventions. Prerequisites: None

**PCH5202: Social and Behavioral Aspects of Population Health (3)**

In this course, students analyze public health issues from a social and behavioral sciences perspective and examine the strengths and weaknesses of particular theories for developing effective individual and population-based intervention programs. The course will address social and behavioral theories from psychology, sociology, anthropology, and other disciplines that have influenced population health. Students will examine evidence related to the effectiveness of these theories in practice and apply these theories to examples of public health interventions. Prerequisites: None

**PCH5210: Health Equity, Disparities and Social Determinants of Health (3)**

This course provides a comprehensive examination of the social, economic, and environmental factors that contribute to health inequities and disparities in communities and populations. Through an interdisciplinary lens, students will critically analyze how systemic inequities, including racism, poverty, education, and housing, shape the social determinants of health and contribute to differential health outcomes. The course emphasizes strategies for addressing these

disparities through policy, community-based interventions, and advocacy, with a focus on promoting health equity in diverse populations. Students will explore real-world case studies, engage with current research, and participate in discussions about how public health professionals can collaborate with communities to reduce disparities and create equitable health outcomes. By the end of the course, students will be equipped with the knowledge and skills necessary to develop, implement, and evaluate interventions that address the root causes of health inequities in diverse communities. Prerequisites: None

**PCH5400: Principles of Epidemiology and Biostatistics for Community Health (3)**

Epidemiology is the science of community health, and an understanding of epidemiologic methods is important to evaluate evidence for both community health practice. This course will review basic methods and principles of epidemiology, addressing content areas including, disease transmission, measures of frequency of disease and of mortality and morbidity, study designs, measurement of risk, bias in epidemiology and epidemiology in the policy arena. Basic statistical principles related to descriptive epidemiology, significance testing, and regression analysis will be addressed. Case-studies will be used to illustrate how epidemiological research has informed public health practice. Students will learn to interpret epidemiological research and communicate the relevance of that research in community settings. Prerequisites: None

**PCH6110: Community Based Participatory Research Methods (3)**

This course provides a comprehensive examination of community-based participatory research (CBPR) methods within the field of population and community health. Students will explore the principles and practices of CBPR, which emphasize equitable partnerships between researchers and community members throughout the research process. The course will cover the historical development of CBPR, ethical considerations, power dynamics, and practical strategies for engaging communities in research that addresses health disparities and promotes social justice. Through case studies, discussions, and hands-on projects, students will gain the skills necessary to design and implement participatory research projects that prioritize community involvement and co-creation of knowledge. By the end of the course, students will be able to apply CBPR methods to enhance health outcomes and equity in diverse populations. Prerequisites: None, Principles of Epidemiology is recommended.

**PCH6210: Program Planning and Evaluation Strategies (3)**

The development of community health interventions has become more complex than in the past, often involving coalitions of stakeholders, experts in the field, and professionals from a variety of disciplines. This course will cover the core knowledge, and skills involved in program planning and evaluation and will provide hands-on experience in both program development and evaluation design. An emphasis will be placed on using evidence-based approaches, assuring fidelity to those approaches, and involving stakeholders in both the design and evaluation of community-based interventions. Prerequisites: none. Community Based Research Methods recommended

**PCH6310: Health Systems and Financing (3)**

Both public and private health care organizations are important players in addressing community health priorities. An understanding of the roles and influence of the healthcare sector, and of public, private-for profit, and non-profit organizations on community health is essential for

creating and implementing effective community health interventions. This course will introduce principles of public health management and administration and will involve case studies of real-life situations. Students will examine cases of both public and private sector health public health administration, and the effect of health policies at the community level. In the process, students will review finance and budgeting, human resources, health informatics, continuous quality improvement, health law and ethics, principles of leadership, and the importance of communication strategies. The health policy process and advocacy for health policy change and strategies for influencing policy will also be reviewed. Prerequisites: none

**PCH6230: Communication and Advocacy in Community Health (3)**

Health communication is of crucial importance to the promotion of positive behavior change, the reduction of community health risks, and the advocacy of public health policies. While providing both theoretical and applied foundations, this course is designed to teach students how to engage community members in communication strategies, effectively frame communication, select media, and construct public health campaigns and community health communication initiatives. Specifically, students will be provided with the knowledge and skills to identify and mobilize community resources to inform, empower, or persuade individuals to adopt healthier lifestyles, follow health advisories, and advocate for health policy change. Prerequisites: none

**PCH6340: Health Policy and Community Health (3)**

This course provides a thorough exploration of health policy development, analysis, and advocacy within the context of population and community health. Students will examine the processes through which health policies are formulated, the stakeholders involved, and the frameworks used to evaluate their impact on public health. The course emphasizes the role of advocacy in shaping health policy, focusing on strategies to influence policy change, promote health equity, and address disparities. Through case studies, policy analysis, and practical advocacy exercises, students will gain the skills needed to critically assess existing health policies and engage in the policymaking process to create meaningful change.

**PCH6115: Practicum In Population and Community Health I (1)**

**PCH6125: Practicum In Population and Community Health II (1)**

**PCH6135: Practicum In Population and Community Health III (1)**

The Practicum in Public Health is a supervised, hands-on field experience designed to provide students with the opportunity to apply and enhance the knowledge and skills gained throughout their academic program in real-world public health, community health, or health care environments. Over the course of three 1-credit hour sessions, students will work closely with their faculty advisor to identify and complete a field experience that aligns with their career goals and fulfills the program's practicum requirements. The practicum allows students to engage with community health functions, develop practical skills, and gain insight into the complexities of public health practice within various community and organizational contexts. Prerequisites: the first 12 credits in the MS Program

**PCH6449: Capstone Seminar in Population & Community Health Practice (3)**

As the capstone in the MS in Community Health and Leadership degree, this course encourages students to reflect on the competencies they have acquired during the academic and fieldwork experiences phases of the program. Students will develop and present a community health grant

proposal. Prerequisites: Successful completion of all prior courses in the MS program. Up to 2 practicum hours can be taken concurrently.

## **Sport and Human Performance**

### **EXS5015: Scientific Inquiry (3)**

This course provides students with the fundamental knowledge and skills of interpreting and applying the conclusions from scientific and colloquial literature in the field of Sport and Human Performance. Topics to be covered will include; the philosophical basis of the scientific method, differentiating types of research or source materials, interpreting the validity and reliability of source materials and research conclusions, the ethical considerations for research with human subjects, and the application of conclusions that are drawn from scientific and colloquial materials.

### **EXS5025: Advanced Exercise Physiology (3)**

This course explores the theory, application, and demonstration of advanced principles of Exercise Physiology. The course will discuss the adaptability of physiologic function and the biological responses to various forms of exercise from the cellular level to high level athletes. Physiological responses of the systems will be discussed from rest to exercise condition. Advanced topics such as altitude and environmental training will be discussed.

### **EXS5035: Periodization of Sports Training (3)**

This course will provide students with theoretical knowledge that underlies the organization and implementation of comprehensive sports training programs over the short-term and long-term. Topics to be covered will include; the general adaptation syndrome, the manipulation of training variables to achieve peak performance, the common phases of training, calculating workloads, and common rest/recovery methods.

### **EXS5125: Athletic Program Design (3)**

This course will emphasize the development of evidenced based exercise program writing and organization using information from peer-reviewed and colloquial sources of information common in the field. Topics to be covered will include; identifying exercises appropriate for various levels of athletes, selecting strength, speed, agility and conditioning exercises to optimize performance, the daily organization of exercise programs to enhance adaptation and mitigate fatigue.

### **EXS5135: Exercise Neuro-Endocrine Physiology (3)**

This course is designed to explore the structural and physiological components to the muscular and endocrine systems. In-depth analyses of how these two systems integrate and coordinate with one another with regards to homeostatic balance will be discussed at rest and during exercise.

### **EXS5145: Exercise Bioenergetics (3)**

This course explores the energy systems of the human body and how they are utilized from a resting to exercise condition. Different modes of exercise will be explored from a biochemistry

standpoint. Applications of how to maximize energy system use will be explored in the athletic population.

**EXS5215: Sport Nutrition (3)**

This course explores the nutritional parameters of sport performance in the athletic population. Topics covered include energy production, macro nutrients, vitamins and minerals, timing and composition of intakes, hydration, balanced diets, and weight management strategies related to physical activity.

**EXS5225: Psychology & Philosophy of Sport Coaching (3)**

This course explores the psychological and philosophical aspects to sport and exercise. Key psychological and philosophical theories will be discussed and applied to the athletic population based upon research in the field. An emphasis will be placed upon the ways in which psychological and philosophical principles can be applied to the coaching of athletes. Topics will include motivation, arousal, reinforcement, metaphysics, ethics, and aesthetics as they relate to sport & exercise.

**EXS5235: Facility Management (3)**

This course explores how students can develop the insight, tools, and process of either owning or managing their exercise-based facility.

**EXS6015: Internship (3)**

Students will obtain a minimum of 120 hours of field experience in the field of Sport and Human Performance. This off-campus experience may be completed at private training facilities, college/university/high school strength and conditioning programs, or professional sporting organizations. Other sites for the internship may be considered at the discretion of the EXS faculty. The purpose of the internship requirement in Sport and Human Performance is to offer students the opportunity to develop practical coaching, programming, logistical, and interpersonal skills and knowledge that are necessary for a career in the field. The internship experience will also give students the opportunity to enhance their professional behavior and network via interaction with established professionals and athletes.

**EXS6700: Comprehensive Examination (0)**

The online Sport and Human Performance Program comprehensive examinations are multiple choice-based examinations which encompass the curriculum's learning objectives and course material taught throughout the program. Each student must pass the exams in order to receive a Master of Science degree in Sport and Human Performance. Students are allowed **ONLY ONE** re-try on the examinations to complete this program requirement.

## **Division and Program Directors**

**Lina Racicot, EdD**

Director of Graduate Psychology:

Clinical Psychology (MA)

Educational Psychology (EdD)

Forensic Psychology (MS)

General Psychology (MA)

**Ellen Furman, PhD, RN, GCNS-BC**

Director of Nursing

**Patricia Meyers, OTD, OTR/L**

Director of Occupational Therapy (MSOT & OTD)

**Tracy Brudvig, PT, DPT, PhD, OCS**

Director of Physical Therapy (DPT)

**Frederick Hooven, MMHS, PhD**

Director of Public Health

**Susan Lachowski, PhD, CSCS**

Director of Exercise Science, BS & MS

# Directory of College Offices and Services

## **Administration**

Nicolle Cestero, MA, PHR, SHRM-CP  
President

## **Academic Affairs**

Michael Dodge, EdD  
Provost

Karen S. Rousseau, PhD  
Dean of the School of Health Sciences

Susanne T. Swanker, PhD  
Dean of the School of Business, Arts and Sciences

Susan Henrichon, PhD  
Dean of the School of Education

## **Admissions**

Sara Vincent  
Assistant Vice President, Strategic Enrollment & Retention Management

Matt Sykes  
Director of Admissions

## **Athletics**

Robert Kearney  
Director of Athletics  
Deputy Title IX Coordinator for Athletics

## **Bookstore**

Tim Gilligan  
Bookstore Manager

## **Center for Academic Success**

Emilie Clucas Leaderman  
Dean of Academic Pathways and Learning Innovation  
Director of APEX (AIC Plan for Excellence)

Terrence O'Neill, MA  
Director of the ACE Program/Student Support Services/Trio Program

Barbara Giffin  
Director of Tutoring Program

Jennifer Nordstrom  
Director of Accessibility Services and Academic Accommodations

**Dexter Health Services and Counseling**

Kaelly Ryan  
Director of Health Services/Family Nurse Practitioner

*To Be Announced*  
Director of Dexter Counseling Center

**Facilities Management**

Tawn Darrown  
Director of Facilities

**Finance**

Elizabeth Norris Neu  
Vice President for Finance

Connie Reardon  
Director of Accounting

**Financial Aid**

Lynn Comtois  
Interim Director of Financial Aid

**Food Service**

Rob Hayley  
Dining Services Manager

**Human Resources**

Mary Mazza  
Vice President of Human Resources

Millie Lopez-Cook  
Director of Human Resources/Deputy Title IX Coordinator

**Information Technology**

Mimi Royston, MBA  
Chief Information Officer

Julez Clarke, MCP/MCTS, CompTIA A+, CompTIA Security+  
Director of Infrastructure and Support

Kelly Taylor, MSc IT  
Director of Database Applications and Integrations

**Institutional Advancement**

Eunice Bragg  
Vice President for Institutional Advancement

**Marketing and Public Relations**

Michael Eriquezzo, BA  
Vice President for Marketing and Communications

**Registrar**

Pamela J. Robinson, MEd  
Registrar

**Saremi Center for Career Development**

Tricia Love-Walsh, MBA  
Director of Career Development

**Security**

Roberto Gonzalez  
Chief of Police

**Student Accounts**

Lisa Liese, MBA  
Bursar

**Student Affairs and Engagement**

Melisa Loa  
Dean of Students  
Director of Residence Life

Gia Worthy  
Associate Director of Student Life for Student Engagement

*To Be Announced*

Director of the Office of DEIB

**Student Enrollment and Retention Management**

Richard Greco  
Associate Vice President for Student Enrollment and Retention Management

# Faculty

## **Timothy Allen (2023)**

Associate Professor of Education

BA, Psychology, Wheaton College, 2000

MA, Developmental Psychology, Columbia University Teachers College, 2003

CAGS, School Administration, University of Massachusetts Amherst, 2008

EdD, Educational Leadership, American International College, 2008

## **Christopher W. Anderson (2025)**

Lecturer and Internship Coordinator of Graduate Psychology

AS, General Studies, Fisher College, 2015

BS, Human Services, Fisher College, 2015

MA, Clinical Mental Health Counseling, William James College, 2017

EdD, Professional Counseling and Supervision, American International College, 2025

## **Lauren Arcibal (2017)**

Associate Professor, Coordinator of Clinical Education, Physical Therapy

B.S., American International College 2010

DPT, Physical Therapy, American International College, 2012

## **Robert P. Benard (1996)**

Associate Professor of Biology

BS, Biology, Westfield State College, 1993

MS, Biology, University of Massachusetts, 1995

## **Frank Borrelli (2012)**

Assistant Dean; Associate Professor of Theater Arts and Director of Theater Chair, Division of Arts, Media, and Design

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

MFA, Theatre, Rhode Island College, 2008

## **Tracy Brudvig (2018)**

Director, Division of Physical Therapy

BS, Biological Sciences, University of California, 1979

MS, Physical therapy, Baylor University, 1980

DPT, Temple University, 2005

PhD, Philosophy, Pennsylvania State University, 2004

## **Adam P. Brunet (2008)**

Associate Professor of Chemistry

BS, Biochemistry, American International College, 1988

BS, Biology, American International College, 1989

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

PhD, Biophysical Chemistry, Princeton University, 1996

**Dayna Campbell (2016)**

Assistant Professor Public Health

BA, Psychology, Spelman College 1992

MS, Health Promotion and Education, University of South Carolina, 1999

PhD, Health Services Policy and Management, University of South Carolina, 2018

**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

**Emilie Clucas-Leaderman (2023)**

Dean of the School of Business, Arts, and Sciences

Assistant Professor of Education

BA, Social and Rehabilitation Services, Assumption College

MA, Rehabilitation Counseling, Assumption College

EdD, Educational Leadership, Endicott College

**Michael Dodge (2018)**

Provost

Professor of Education

BA, Secondary Education and English, State University of New York at Oswego, 2003

MA, Student Affairs in Higher Education, Indiana University of Pennsylvania, 2006

MBA, Eastern University, 2024

EdD, Educational Policy and Leadership, University of Massachusetts Amherst, 2014

**John Dristiliaris (2023)**

Assistant Professor of Criminal Justice

BS, Education, Fitchburg State College, 1985

MA, Criminal Justice, Anna Maria College, 1988

DA, Leadership Studies, Franklin Pierce University, 2015

**Rea Farjo (2025)**

Assistant Professor of Practice of Biology

BS, Food Technology, University of Mosul, Iraq 1989

MS, Applied Laboratory Science and Operations, Bay Path University, 2018

**Michelle Favolise (2015)**

Associate Professor of Physical Therapy

BS, Physical Therapy, Northeastern University, 1993

DPT, Physical Therapy, Simmons College, 2006

**Janice A. Fedor (2023)**

Assistant Professor of Marketing

BA, Consumer Behavior, University of Massachusetts Amherst  
CAGS, Marketing, Northcentral University  
MBA, Isenberg School of Management, University of Massachusetts Amherst  
EdD, Educational Leadership and Supervision, American International College

**Jennifer L. Feitel (2022)**

Assistant Professor of Criminal Justice  
AS, Criminal Justice, Manchester Community-Technical College, 1996  
BA, Criminology, Central Connecticut State University, 2003  
MS, Criminal Justice, Central Connecticut State University, 2009  
EdD, Educational Leadership, University of Hartford, 2022

**Janine Fondon (2025)**

Associate Professor of Practice of Communications  
BA, Sociology and Anthropology/Research, Colgate University  
MA, Communications and Business, New York University  
MFA, Writing/Publishing, Bay Path University

**Ellen Furman (2012)**

Director, Division of Nursing; Assistant Professor of Nursing  
BSN, Nursing, University of Massachusetts Amherst, 2003  
MSN, Nursing, University of Massachusetts Amherst, 2006  
PhD, Nursing, University of Massachusetts Amherst, 2011

**C. Daniel Garcia (2022)**

Assistant Professor of Sociology  
BA, Sociology, Boston University, 2011  
MA, Sociology, DePaul University, 2013

**Alexander Garlo (2025)**

Assistant Professor of Physical Therapy  
BS, Health Sciences, Westfield State University, 2011  
DPT, Physical Therapy, American International College, 2014

**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

**Sahar Ghavimi (2025)**

Assistant Professor of Practice of Graphic Design  
AA, Graphic and Interactive Design, Mount Wachusett Community College, 2020  
BFA, Payam Noor University, Hamedan, 2006  
MA, Art Education, Fitchburg State University

**Amanda Gomez (2022)**

Assistant Professor of Nursing  
BSN, Nursing, American International College, 2008  
MSN, Nursing, American International College, 2014

**Jenna Gray (2022)**

Assistant Professor of Psychology  
BS, Psychology, Eastern Connecticut State University, 2016  
MS, Applied Behavior Analysis, 2019  
PhD, Behavioral Analysis, Western New England University, 2025

**Bruce Hoffman (2025)**

Assistant Professor of Nursing  
AND, Springfield Technical Community College, 2006  
BSN, Nursing, Goodwin College, 2013  
MSN, Nursing, Western Governors University, 2016  
CAGS, Educational Leadership and Administration, University of Massachusetts Amherst, 1989  
EdD, Educational Administration and Supervision, Northcentral University, 2016

**Susan J. Henrichon (2020)**

Dean of the School of Education  
Professor of Education  
BS, Music Teacher Education, Plymouth State University, 1980  
MEd, Special Education and Teaching, Westfield State University, 1986  
CAGS, Educational Leadership and Administration, University of Massachusetts Amherst, 1989  
EdD, Educational Administration and Supervision, Northcentral University, 2016

**Christine Helfrich (2018)**

Professor of Occupational Therapy  
BA, Spanish, Cleveland State University, 1987  
BS, Occupational Therapy, Cleveland State University, 1987  
MS, Occupational Therapy, University of Illinois, 1992  
PhD, Public Health Science, University of Illinois, 1997

**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

**Yousef Izadi (2023)**

Assistant Professor of Physics

BS, Physics, University of Tabriz 2012  
MS, Physics, University of Technology, 2015  
MS, Physics, Florida Atlantic University, 2017  
PhD, Physics, University of Massachusetts Lowell, 2023

**Robert Khoury (2009)**

Associate Professor of Management  
BA, Corporate/Managerial Communications, Southern Connecticut State University, 1983  
MBA, International Business, Southern New Hampshire University, 1990  
LPD, Law and Policy, Northeastern University, 2009

**Tracie Klekotka (2012)**

Associate Professor and Coordinator of Clinical Education, Physical Therapy  
BS, Physical Therapy, Northeastern University, 1993  
Master of Public Health Practice, University of Massachusetts, 2006  
DPT, Physical Therapy, AT Still University, 2012

**MaryAnn Kniska (2022)**

Assistant Professor of Physical Therapy  
BA, Psychology, Russell Sage College, 1991  
MS, Physical Therapy, University of Massachusetts, at Lowell, 1994  
DPT, Northeastern University, 2017

**Peiluen Kuo (2022)**

Assistant Professor and Fieldwork Coordinator, Occupational Therapy  
BS, Biology, Central Connecticut State University, 2011  
BS, Health Sciences, Quinnipiac University, 2014  
MOT, Occupational Therapy, Quinnipiac University, 2016  
OTD, Occupational Therapy, Quinnipiac University, 2022

**Susan Lachowski (2016)**

Director and Associate Professor, Division of Exercise Science  
BS, Sports Medicine, Westfield State University, 2011  
MS, Exercise Physiology, Springfield College, 2014  
PhD, Exercise Physiology, Springfield College, 2016

**Marty Langford (2012)**

Assistant Professor of Practice of Communications and Coordinator of Technology  
BS, Broadcasting and Film, Boston University, 1995

**Alina LeClaire (2021)**

Assistant Professor of Nursing and Assistant Director of the FNP Program  
AS, Nursing, Greenfield Community College, 1997  
BSN, Nursing, University of Massachusetts, 2011  
MSN, Family Nurse Practitioner, American Internal College, 2019

**Kathryn Lewis**, (2021)

Assistant Professor of Exercise Science

BS, Science in Psychology, Denison University, 1992

MS, Health Promotion and Disease Prevention, Springfield College, 2014

PhD, Philosophy in Physical Education (Exercise Physiology), Springfield College, 2017

**Terence F. Lynn** (2024)

Assistant Professor of Graduate Psychology

BA, Liberal Studies, Thomas Edison State University

MEd, Psychological Studies, Cambridge College

CAGS, Counseling Psychology and Human Relations, Suffolk University

PhD, Educational Studies, Lesley University

**Tara Maroney** (2015)

Associate Professor of Physical Therapy

BS, Psychology, Sacred Heart University, 2008

DPT, Physical Therapy, Sacred Heart University, 2010

Certificate Program, Geriatric Health and Wellness, Sacred Heart University, 2011

**Caroline McAleer** (2021)

Assistant Professor of Nursing

Diploma of Nursing, Baystate Medical School of Nursing, 1987

BSN, Nursing, University of Massachusetts, 1993

MS, Nursing, Syracuse University, 1999

**Susan Mercik-Davis** (2000)

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)

Director of Occupational Therapy, Associate Professor of Occupational Therapy

BS, Occupational Therapy, Boston University, 1986

OTD, Occupational Therapy, Rocky Mountain University of Health Professions, 2012

**Althea Michel** (2016)

Assistant Professor of Nursing

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

MS, Nursing, Elms College, 2012

**Krista Mitchell** (2022)

Assistant Professor of Nursing

BSN, Nursing, University of Rhode Island, 2014

MSN, Nursing, Western Governors University, 2018

**Jennifer Nordstrom** (2021)

Director of the Center for Accessibility Services and Academic Accommodations (CASAA),  
Assistant Professor of Occupational Therapy  
BS, Occupational Therapy, Quinnipiac University, 1997  
OTD, Occupational Therapy, American International College 2021

**Heidi O'Connor** (2008)

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

**Lori Paige** (2009)

Professor of English  
BA, Smith College, 1987  
MA, University of Massachusetts, 1988  
PhD, English Literature, University of Massachusetts, 1994

**Zane P. Pfefferle** (2018)

Associate Professor of Exercise Science  
BS, Physical Education, Doane College, 2010  
MS, Strength and Conditioning, Springfield College, 2013  
PhD, Exercise Physiology, Springfield College, 2015

**Lina Racicot** (2014)

Associate 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

**John W. Rogers** (1999)

Professor of Economics  
BA, History and Economics, Harvard College, 1966  
PhD, Economics, Johns Hopkins University, 1971

**Karen S. Rousseau** (1989)

Dean of the School of Health Science  
Professor of Nursing  
BSN, Nursing, Our Lady of the Elms College, 1983  
MSN, Nursing, University of Massachusetts, 1990  
PhD, Duquesne University, 2015

**Regina Sanderson** (2022)

Assistant Professor of Criminal Justice and Director of Graduate Criminal Justice

BS, Accounting, University of Massachusetts Amherst, 1991  
MS/MPA, Criminal Justice, Anna Maria College, 2018

**James A. Sansalone (1982)**

Associate Professor of Mathematics  
BA, Mathematics, Western New England College, 1979  
MAT, Mathematics, American International College, 1981

**Sandra A. Sego (2001)**

Assistant Dean; Professor of Undergraduate Psychology  
Chair, Division of Social and Life Sciences  
BS, Psychology, Eastern Kentucky University, 1990  
MS, Experimental Psychology, University of Kentucky, 1993  
PhD, Experimental Psychology, University of Kentucky, 1997

**Corrin Long Schulze (2023)**

Assistant Professor of Practice of English Composition  
BA, English and Education, Elms College 1998  
MEd, Education/Teaching Writing, Elms College 2006

**Rekha Singh (2011)**

Associate 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

**Michael Stevens (2023)**

Assistant Professor of Criminal Justice and Director of Criminal Justice Degree Completion  
BS, Law Enforcement, Western New England University  
MS, Criminal Justice Administration, Western New England University

**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)**

Professor of Occupational Therapy and OTD Program Coordinator  
BA, Fine Arts, Amherst College, 1988  
MS, Occupational Therapy, Springfield College, 1993  
CAGS, Healthcare Administration, Springfield College, 1993  
DOT, Temple University, 2016

**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

**Courtney J. Taylor (2018)**

Associate Professor and Fieldwork Coordinator, Occupational Therapy  
BS, Human Development, Binghamton University, 2007  
MS, Occupational Therapy, American International College, 2014  
OTD, Occupational Therapy, American International College, 2021

**Carolyn Wallace (2022)**

Associate Dean, School of Education  
Assistant Professor of Education  
BA, Psychology, Drew University, 1980  
MEd, Elementary Education, Worcester State University, 2000  
CAGS, School Administration, Westfield State University, 2007  
EdD, Organizational Leadership, Northeastern University, 2021

**Mei-Lin Yeh-Lane (2012)**

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

## Faculty Emeriti

<b>H. David Ahlberg</b> Professor of Biology, Emeritus	<b>Margaret Horsnell</b> Professor of History, Emerita
<b>Debra Anderson</b> Professor of Human Resource Development, Emerita	<b>Amelia H. Janeczek</b> Professor of Biology; Emerita
<b>Salvatore Anzalotti</b> Professor of Accounting, Emeritus	<b>Bruce Johnson</b> Professor of English, Emeritus
<b>Marquela Arenas</b> Professor of Modern Languages, Emerita	<b>Royce Layman</b> Associate Professor of Education, Emeritus
<b>Henry Barton</b> Professor of English, Emeritus	<b>Thomas Maulucci</b> Professor of History, Emeritus
<b>Brian Cleary</b> Associate Professor of Education, Emeritus	<b>Jill McCarthy Payne</b> Professor of Criminal Justice, Emerita
<b>Barbara Dautrich</b> Professor of Education, Emerita	<b>Augustus Pesce</b> Professor of Education, Emeritus
<b>John DeFrancesco</b> Professor of Psychology, Emeritus	<b>Michael Peterson</b> Professor of Management, Emeritus
<b>Paul C. Desmarais</b> Professor of Mathematics, Emeritus	<b>Paul M. Quinlan</b> Professor of Psychology, Emeritus
<b>Alan Dickinson</b> Professor of Chemistry, Emeritus	<b>Lee Sirois</b> Associate Professor of Psychology, Emeritus
<b>Thomas F. Fitzgerald</b> Associate Professor of Criminal Justice, Emeritus	<b>Antoinette Spinelli-Nannen</b> Professor of Psychology, Emerita
<b>Lawrence Habermehl</b> Professor of Philosophy, Emeritus	<b>Gregory Schmutte</b> Professor of Psychology, Emeritus
<b>Mark Hagopian</b> Professor of Political Science, Emeritus	<b>Robin Varnum</b> Professor of English, Emerita
	<b>Julie Walsh</b> Professor of Political Science, Emerita

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# Institutional Regulations and Policies

## *Notice of Non-Discrimination*

American International College (the “College”) is committed to providing equal employment opportunities and equal educational opportunities. AIC is dedicated to maintaining an environment that is free from discrimination and harassment and that encourages mutual respect. The College prohibits discrimination against any employee, student, or applicant for employment or enrollment because of race, color, national or ethnic origin, age, religion, disability, sex, sexual orientation, gender identity and expression, veteran status, 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.

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

### Complaints/Grievances Against an Employee:

**Millie Lopez-Cook**  
Director of Human Resources  
Deputy Title IX Coordinator  
American International College,  
Lee Hall  
Springfield, MA 01109  
413.654.1479  
[millie.lopezcook@aic.edu](mailto:millie.lopezcook@aic.edu)

### Complaints/Grievances Against a Student:

**Richard Greco**  
Asst VP of Academic Affairs and Student Engagement  
Title IX Coordinator  
American International College,  
Adams Hall  
Springfield, MA 01109  
413.205.3352  
[Richard.Greco@aic.edu](mailto:Richard.Greco@aic.edu)

Inquiries concerning the application of non-discrimination policies may also be addressed to the Regional Director, Office for Civil Rights, U.S. Department of Education, POCH Building, 5 Post Office Square, 9th Floor, Room 24, Boston, MA 02110. Telephone: 617-289-0100 Fax: 617-289-0151

Please see Section 5 for more policy information.

### ***I. Student Records and FERPA***

#### ***Rights Under FERPA***

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:

The right to inspect and review the student’s education records within 45 days after the day American International College (the “College”) receives a request for access.

A student should submit to the registrar, dean, head of the academic department, or other appropriate school official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

A student who wishes to ask the College to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed.

If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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).

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education

400 Maryland Avenue, SW  
Washington, DC 20202

### **Student Education Records Disclosure Notice**

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

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

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

- 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.

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.

- 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.

- 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.

- 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.

- To accrediting organizations to carry out their accrediting functions.

- To parents of an eligible student if the student is a dependent for IRS tax purposes.

- To comply with a judicial order or lawfully issued subpoena, provided that reasonable notice is given to the student prior to compliance.

- To appropriate officials in connection with a health or safety emergency, subject to §99.36.

- 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.

- 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.

- 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.

- Information the College has designated as "directory information," which includes:

For currently enrolled students, directory information includes the student's name; addresses; telephone numbers; college, curriculum, and major field of study; class level; date of birth; dates of attendance; eligibility for membership in registered College honoraries; degrees; honors; certificates received or anticipated; weight and height if she/

he is an athletic team member; participation in officially recognized activities and sports; and, institutions previously attended.

NOTE: A student may restrict the disclosure of “directory information” by filing a request to limit the release with the Esther F. Hansen Registrar's Office on or before October 1 of each academic year.

### **FERPA Health and Safety Exemption**

#### ***The Disclosure of Student Information Related to Emergencies and Disasters***

The purpose of this statement is to indicate that 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. The release of health and safety information is only temporary and lasts the duration of the incident that necessitated the waiver. A copy of this policy may be obtained in the Course Catalog.

### **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 Intellectual Property:*** Respect for intellectual labor and creativity is vital to the academic discourse and enterprise. This principle encompasses respect for the right to acknowledgment, right to privacy, and right to determine the form, manner, and terms of publication and distribution. Examples of violations include, but are not limited to: copying copyrighted software without express written permission of the copyright owner; failing to obtain necessary licensing for software or to adhere to all licensing provisions (installation, use, copying, number of simultaneous users, term of license, etc.); plagiarism or inadequate attribution of the intellectual property of others; posting of texts, images, or audio works in disregard of copyright restrictions; or unauthorized publication or distribution of another’s work or writing.

***Respect for Integrity of System or Network:*** Accounts shall not be used for unauthorized access and/or attempts to access computers, computer software, computer data or information, or networks without proper authorization, regardless of whether the computer, software, data, information, or network in question is owned by American International College. Abuse of networks or computers at other sites using American International College resources will be treated as an abuse of computing privileges at American International College. Users are prohibited from attempting to circumvent or subvert any system’s security measures.

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 at [www.aic.edu/student\\_handbook](http://www.aic.edu/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”), the Americans with Disabilities Act of 1990 (the “ADA”), and applicable state law. 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 the student is able to meet the technical and academic standards requisite for admission or participation in the school, program or activity.

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

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

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

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

#### ***Requesting Reasonable Accommodations***

Contact: Jennifer Nordstrom  
Section 504 Coordinator  
Director of Accessibility Services and Academic Accommodations  
[Jennifer.Nordstrom@aic.edu](mailto:Jennifer.Nordstrom@aic.edu)

Students with disabilities who need 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 accommodations without the student first contacting the Center for Accessibility Services and Academic Accommodations.

Students with disabilities that affect their participation in academic or other aspects of college life should contact the Section 504 Coordinator to initiate the process for determining any appropriate reasonable accommodations that may be arranged. The Section 504 Coordinator will assist students with the procedures necessary for requesting reasonable accommodations. Students should expect to work with the College in an interactive process to identify reasonable accommodations.

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

Accommodations may include auxiliary aids and services, and reasonable accommodations as necessary to ensure equal educational opportunity. In providing a 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 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. A student who poses a direct threat is not otherwise qualified.

### **Documentation Guidelines**

Once students have contacted the Center for Accessibility Services and Academic Accommodations, 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.

The documentation must provide enough information to decide what an appropriate, reasonable accommodation is. If the documentation does not meet the College's requirements, students will be informed in a timely manner as to what additional documentation is needed. 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 accommodation.)

Acceptable forms of documentation include:

### *Primary Documentation*

- A letter prepared by an appropriate professional, such as a medical doctor, psychologist, or other qualified diagnostician, showing that they have a current disability and need a reasonable accommodation. The letter shall include the following:
  - A diagnosis of the current disability, along with the date when the disability was diagnosed, and how the diagnosis was reached. This shall be presented on appropriate professional letterhead and signed by the appropriate professional with their credentials.
  - Information on how the disability affects a major life activity;
  - Information on how the disability affects academic performance.
  - High School special education evaluations (i.e. psychological, educational, speech-language)
  - A student's narrative or self-report of his or her experience of disability, barriers, and effective and ineffective accommodations experienced.

### *Secondary Documentation*

- An individualized education program (IEP) or Section 504 plan that shows accommodations that the student has received and may have been effective in the past. IEP's and 504 Plans are generally not sufficient by themselves as there are differences between postsecondary education and high school education. Also, in some cases, the nature of a disability may change.

The impressions and conclusions formed by the Accessibility Services Coordinator during interviews and conversations with students or in evaluating the effectiveness of previously implemented accommodations as well as the observations of students' language, performance, and strategies.

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 accommodation, the College may offer that accommodation 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 reasonable accommodation established by the Office of Accessibility Services and Academic Accommodations, you may raise your concern with the individual denying the accommodation in an attempt to resolve your concerns on an informal basis. You may also file a formal complaint with the Section 504 Coordinator.

Contact for reasonable accommodations and grievances for denial of established accommodations:

Jennifer Nordstrom  
Section 504 Coordinator  
Director of Accessibility Services and Academic Accommodations  
[Jennifer.Nordstrom@aic.edu](mailto:Jennifer.Nordstrom@aic.edu)  
413.205.3037

Contact for appeals to established reasonable accommodations:

Michael Dodge  
Executive VP Academic Affairs & Student Life  
Adams Hall  
[Michael.Dodge@aic.edu](mailto:Michael.Dodge@aic.edu)  
413-205-3305

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

- Grievance must be submitted within thirty (30) days of the date the person filing the complaint becomes aware of the alleged denial of a reasonable accommodation to the Section 504 Coordinator. 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 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.

## **Appeals**

- An appeal of the Section 504 Coordinator’s decision may be submitted, in writing, to the Dean for Student Success and Opportunity within fifteen (15) days of the date the decision is received from the Section 504 Coordinator.

- The Dean for Student Success and Opportunity will review all case materials and respond to the appellant within seven (7) days of receipt of the appeal.

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

### **Retaliation**

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

### **Confidentiality**

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

If a student is dissatisfied with the outcome of the College’s grievance procedures or wishes to pursue an alternative to using those procedures, he/she may file a complaint with U. S.

Department of Education, Office for Civil Rights or in a court.

Office for Civil Rights,  
U.S. Department of Education – 8<sup>th</sup> Floor  
5 Post Office Square  
Boston, MA 02109-3921  
Telephone: (617) 289-0111  
Facsimile: (617) 289-0150  
Email: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

### **Requests for Medical Marijuana Accommodations**

The Massachusetts medical marijuana law explicitly does not require accommodation of medical marijuana on school grounds; moreover, medical marijuana use on campus violates several federal laws which could adversely impact both the school and its students. American International College prohibits the use of medical marijuana on campus pursuant to these federal law implications.

