2025-2026

UNDERGRADUATE COURSE CATALOG

aic.edu

AMERICAN INTERNATIONAL COLLEGE

American International College

1000 State Street
Springfield, Massachusetts 01109
www.aic.edu

At a Glance

American International College is a private, coeducational, four-year comprehensive institution located in the geographic center of Springfield, Massachusetts. Liberal arts serves as the core of our academic offerings. The College comprises the School of Business, Arts & Sciences, the School of Education, and the School of Health Sciences.

Undergraduate academic programs are offered in more than three dozen liberal arts and sciences and career-related fields, including the humanities, the social sciences, the physical sciences, business administration, health sciences and more. Graduate academic programs are offered in emerging and high-demand fields including business administration, psychology, education, criminal justice, exercise science, nursing, occupational therapy, physical therapy and more.

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 1300 undergraduate students from 30 states and 20 countries and over 1000 graduate students.

Wireless internet access is available throughout the campus.

Notice to Reader
The reader should take notice that every effort is made to ensure the accuracy of the information provided herein. American International College, however, reserves the right to make changes at any time without prior notice. The College provides the information herein solely for the convenience of the reader and, to the extent permissible by law, expressly disclaims any liability that may otherwise be incurred.

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

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

The President's Message

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, making AIC the first coeducational college in the region. 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 a 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.

The last 30 years of the 20th century were notable for curricular and program development. During this period, the Division of Nursing, the graduate and undergraduate programs in criminal justice and in special education, the graduate programs in business, clinical psychology, public administration, and human resource development, and the undergraduate programs in management information systems, international business, and communications were developed. Additionally, AIC became the first area college to offer a criminal justice major.

A significant highlight in program development was the introduction of the college's first doctoral degree in 1983. The doctoral program in educational psychology has flourished since its inception.

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 doctoral program in physical therapy 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 doctoral 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 and evening, both in person and online. 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 1,300 undergraduate students from 30 states and 20 countries, as well as over 1,000 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.

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 Courniotes 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, Courniotes 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 11374 Strang Line Road in Lenexa, Kansas, USA. The business programs in the following degrees are accredited by the IACBE: Master of Business Administration; Master of Science in Accounting and Taxation; Bachelor of Science in Business Administration with majors in accounting, economics/finance, general business, international business, management, marketing, sports and recreation management.

he 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.

Academic Support & Student Success Services

Center for Navigating Educational Success Together (The NEST)

The Center for Navigating Educational Success Together seeks to identify student needs, support the development of programs and services to address those needs, and partners with existing programs to build a supportive and caring environment that fosters learning, success, responsibility, and commitment.

The following services are available through the Center:

ACE Program

The American International College Core Education (ACE) Program is a Student Support Services TRIO program designed to assist with the personal growth and professional development of qualified students. The ACE staff works closely with first-generation students to help them adjust to college life, explore educational opportunities, connect to resources on campus and within the program, develop time management, critical thinking & study skills, get involved in campus activities, clarify career goals, and prepare for life after graduation. Services include a first-year experience course, academic advising, workshops & programs throughout the year, advocacy, career development and financial aid counseling, mentoring, leadership development and cultural programming.

Student Success Advising

AIC is committed to assisting students plan an approach to their coursework that supports their personal career goals and the essential academic and professional skills required for their majors. The Student Success Advising staff works closely with first-years, sophomores, and newly admitted transfers to ensure that they have a clear plan for a path to graduation. Working holistically with faculty in the majors and with Career Services, the Advising Center also helps students to identify the essential skills required for their majors and related careers. As rising juniors, students transition to faculty advisors who continue to support their academic journeys, help identify appropriate internship/practicum experiences, and assist with the exploration of career and graduate school opportunities after graduation.

Additionally, the Student Success Advising staff is committed to helping students develop the skills they need to become independent learners, skills that will help them to succeed at American International College and, ultimately, in the workplace. Staff members are available to work one-on-one with students on strategies for time management, studying, test taking, and managing test anxiety.

Tutoring Services

The Tutoring Services Office at American International College is an academic support system designed to assist students in developing skills and strategies necessary to achieve their academic goals. Our mission seeks to facilitate independent learning and critical thinking skills using highly qualified, trained peer tutors. Within Tutoring Services, the Noonan Writing Center provides support to students who wish to improve their writing skills within the content areas. Certified peer tutors and paraprofessionals work with students at all stages of the writing process,

from initial brainstorming to final revisions, with the goal of teaching students how to prepare, write and revise quality compositions. In addition, the Writing Center staff develops workshops for presentation in courses that are writing intensive and research oriented.

In addition to the resources and supports provided by the Center for Navigating Educational Success Together (NEST), the College also provides the following support structures for students:

AIC Plan for EXcellence (APEX Program)
The AIC Plan for Excellence (APEX) Program is a comprehensive approach for undergraduate students to move toward their own apex. The Program is generously supported by a Title III grant from the United States Department of Education. The Program has been intentionally designed to develop a solid foundation for a lifetime of personal and professional success. The APEX Program is intentionally structured around four primary learning goals that we believe students should achieve during their time at AIC. These include:

- Intellectual Development & Lifelong Learning: This goal focuses on the intellectual development of each student and encourage their desire to commit to lifelong learning.
- Personal Growth: This goal supports each student in personal exploration and the development of skills and identity.
- Social & Cultural Competency: This goal enhances the cultural and social competency of each student.
- Career & Professional Development: This goal purposefully provides the opportunity for students to gain skills and knowledge in career and professional development to support their future.

All undergraduate students in each of the schools must satisfy the College's APEX program, including general education requirements.

Center for Accessibility Services and Academic Accommodations (CASAA)
The mission of the Center for Accessibility Services and Academic Accommodations is to create an accessible, inclusive, sustainable learning environment where disabilities are recognized as an aspect of diversity that is integral to the campus community and to society.

CASAA collaborates with all members of the institution's diverse community to ensure that all aspects of campus life - learning, working and living - are universally accessible. The department provides resources, training and direct services to ensure people with disabilities may have a greater opportunity to achieve their goals.

Any student with a disability who wishes to request an accommodation is encouraged to contact CASAA, located in the lower level of the Dining Commons.

Shea Library
The Shea Library is open to AIC students, faculty, staff, alumni, and the general public. We offer computers for drop-in use by the AIC community, group study rooms, copiers, reference and research help, and much more. Because of the unique history of this college and the gifts which have been bequeathed to the library, the college has been blessed with items which have been studied and examined for their historical content by writers and scholars.

In Fall 2016, the first floor of the Shea Library was transformed into the state-of-the-art learning commons. The learning commons features significant technological upgrades, including laptop and docking stations as well as traditional desktop computers. A variety of study area configurations are available to accommodate different styles of preparation and learning, including independent and small group collaborative zones with soft seating, study tables, bookable boxes (study rooms), as well as a food kiosk with booths and café-style seating. The flag room serves as a large group collaborative zone featuring several furniture configurations, as well as a video projection option and whiteboard space.

Kevin Saremi and Deborah Krewski Saremi Center for Career Development

The Saremi Center for Career Development partners with students, alumni, and campus and employer constituents, to encourage and support ongoing career development in pursuit of impactful lives with integrity, respect, and a sense of community contribution and belonging. We provide the greater AIC community with outstanding career advisement, career planning, technical support and skill building around resumes, cover letters, job searching and interviewing. From job search assistance and the facilitation of work study positions, internships and graduate assistantships, the emphasis is on incorporating a work-ready focus and professional comportment to distinguish our graduates in the labor market. Our vision is to be the hub providing education, preparation, and resources to all students and alumni both on and off campus to establish and nurture rewarding lifelong connections. Furthermore, it will partner with community employers to identify and develop in-demand programs that meet the evolving needs of the workforce through AIC's unique and diverse student body.

Honor Societies

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

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

Alpha Sigma Lambda Honor Society
Alpha Sigma Lambda is a national honor society for undergraduate students in continuing education programs at regionally accredited colleges in the United States. Omicron Chapter was established at AIC in 1961. Candidates for membership must be within 18 hours of program completion and have successfully completed at least 15 credit hours within the academic year preceding induction in The School of Graduate and Adult Education and must have attained a cumulative grade point average of at least 3.3. Qualified candidates are inducted into the honor society in the spring.

Chi Alpha Sigma National College Athlete Honor Society (Athletics)
The purpose of the Chi Alpha Sigma National College Athlete Honor Society is to encourage, stimulate and maintain scholarship of the student-athletes in all fields. For active student membership, the student must be enrolled in an accredited college or university and must excel in both the classroom and in athletic competition. Chi Alpha Sigma recognizes college students who receive a varsity letter in their sport while maintaining a 3.4 or higher cumulative GPA throughout their junior and/or senior years. Qualified candidates are inducted into the honor society in the spring.

Delta Chi
Delta Chi is AIC's chapter of Delta Alpha Pi, an international honor society for students with disabilities. Undergraduate students must identify as having a disability, completed a minimum of 24 credits, and earned an overall GPA of 3.10. Graduate students must identify as having a disability, completed a minimum of 18 credits, and earned an overall GPA of 3.30.

Because of the negative stereotyping associated with disability students, students are have been resultant to identify themselves publicly. Delta Alpha Pi presents an opportunity to change that perception by recognizing students with disabilities for their academic accomplishments. I in addition, this Honor Society facilitates the development of skills in leadership, advocacy and education for participating students.

Members demonstrate strength as leaders on campus to help break down the barriers of negativism and serve as mentors and roles models for other students with disabilities. Students must advocate for themselves before they can advocate for others and members enhance advocacy skills for themselves and for the rights of all individuals with disabilities to be included fully in society. Members also participate in activities designed to educate the community and society regarding the need to apply the principles of universal design in learning.

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

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

Academic Societies

American Marketing Association Collegiate Chapter
This affiliation provides students the opportunity to network with professionals in the business field and continue in education beyond the classroom.
The chapter will:

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

Membership is open to all students majoring in a business field, as well as, communication majors. Some of the activities scheduled are speakers, research projects, company trips and assignments.

Law & Order Society
The purpose of the Law & Order Society to enhance student learning and professional growth by providing opportunities for students to better prepare themselves academically and professionally in the law and social sciences.
The Law & Order Society exists to:

- Extend and enhance the learning experience;
- Improve professional opportunities;
- Provide a forum for dialogue and interaction among faculty, students, and professionals;
- Provide leadership opportunities;
- Create bonds of friendship among students with similar professional or academic interest.

Membership is open to all students.

Reserve Officers' Training Corps (ROTC)
Any student at American International College who desires to earn a military commission may do so through the ROTC programs offered through a cooperating agreement with Western New England University in Springfield. Interested students may participate in a two or four-year program offered by the United States Army or the United States Air Force.

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

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

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

In addition to classroom instruction, students participate in a leadership practicum, orientation visits to military bases, field trips and briefings. Students also attend a six-week summer

advanced camp at the end of the junior year which permits application of theory presented in the classroom.

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

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

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

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

Honors Program

The AIC Honors Program provides students from all majors with an intellectually enhanced learning experience. Students complete the Honors Program by taking a variety of coursework and earning strong academic grades in them. In particular, they participate in several 2000-level honors seminars (or approved course substitutions) that also can be used to meet AIC's general education requirements. Additionally, students have the option to complete an honors thesis on a subject of their choice or senior capstone project (as required). All Honors Program students are expected to present their honors thesis or senior capstone project at the Annual Undergraduate Research Symposium. Upon successful completion of the program, students receive the distinction "Honors Scholar" on their diploma and permanent academic record.

According to the program's learning outcomes, Honors Program students at American International College will:

1) Develop cross-disciplinary intellectual agility;
2) Create scholarly work that reflects a depth of knowledge within a chosen major or majors;
3) Question, evaluate, and appraise theories and ideas; and
4) Contribute meaningfully to the development of a culture of intellectual inquiry and exploration on campus.

One of the Honors Program's goals is to foster a community of dedicated student learners and scholars. It also tries to promote cultural and academic life for the entire campus by bringing in guest speakers.

There are several ways that students can become part of the Honors Program. Qualified incoming freshmen will be invited to the program at the same time as they are admitted to the College. Current AIC students who have earned a 3.3 GPA or better and who have not yet started their senior year may be nominated by a faculty member and admitted with the Honors Program Director's approval. Transfer students who have earned a 3.5 GPA or better at their previous institution may apply to the Director for admission.

Students must maintain a 3.3 GPA at AIC each semester (dean's list) to remain in the program.

Honors Program Curriculum (12-15 credit hours)

ENG1200 or 1201	English Composition (must receive a B+ or higher)
or ENG1601	Advanced First-Year Composition

One (1) of the following Honors Seminars in the APEX General Education category "Exploring the Arts & Humanities*

HON2212	Honors Seminar in Language and Literature
HON2214	Honors Seminar in Visual & Fine Arts
HON2216	Honors Seminar on Philosophy & Ethics

*Students may substitute this requirement with a 2000-level or higher course in “Exploring the Arts & Humanities” and receive a B+ or higher.

The topic for all of these seminars will alternate from semester to semester.

One (1) of the following Honors Seminars in the General Education Category “Understanding Self & Others”**

HON2225 Honors Seminar on American Heritage and Society
HON2227 Honors Seminar on Global Perspective

**Students may substitute this requirement with a 2000-level or higher course in “Understanding Self & Others” and receive a B+ or higher.

The topic for all of these seminars will alternate from semester to semester.

HON4899 Honors Thesis (3-6 credits)

Undergraduate Degrees At A Glance

Subject	Major	Minor	Degree	School	Notes
Accounting		X		Business, Arts and Sciences	
Advocacy for Social Change		X		Business, Arts and Sciences	
African American Studies		X		Business, Arts and Sciences	
Allied Health	X		AS	Health Sciences	
Applied Laboratory Science	X		BS	Business, Arts and Sciences	
Arts and Entertainment Management	X	X	BA	Business, Arts and Sciences	
Athletic Administration and Leadership	X	X	BS	Business, Arts and Sciences	
Biochemistry		X		Business, Arts and Sciences	
Biology	X	X	BS	Business, Arts and Sciences	
Chemistry		X		Business, Arts and Sciences	
Computer Science	X	X	BS	Business, Arts and Sciences	
Creative Writing		X		Business, Arts and Sciences	
Criminal Justice	X	X	AS BS	Business, Arts and Sciences	Also available as an online Degree Completion program
Cybersecurity	X	X	BS	Business, Arts and Sciences	Also available as an online Degree

					Completion program
Digital Media Production	X	X	BS	Business, Arts and Sciences	
Early Childhood Education And Administration	X	X	BS	Education	Also available as an online Degree Completion program
Economics/Finance	X	X	BSBA	Business, Arts and Sciences	
Educational Studies	X	X	AS BS	Education	Includes MEd post-baccalaureate options for advanced studies, including licensure. Also available as an online Degree Completion program
English		X		Business, Arts and Sciences	
Entrepreneurship		X		Business, Arts and Sciences	
Exercise Science	X	X	BS	Health Sciences	
Fashion Design and Merchandising		X		Business, Arts and Sciences	
Fraud and Financial Crimes		X		Business, Arts and Sciences	
General Business	X	X	BSBA	Business, Arts and Sciences	Minor available for non-business majors only.
Graphic Arts and Design	X	X	BA	Business, Arts and Sciences	
Health Sciences, Generalist Track	X		BS	Health Sciences	See curriculum plan for generalist track.

Health Sciences, Occupational Therapy Track	X		BS	Health Sciences	For OT majors only. See program description. Minor is required.
Health Sciences, Physical Therapy Track	X		BS	Health Sciences	For PT majors only. See program description. Minor is required.
Health Systems Administration	X	X	BS	Health Sciences	
Healthcare Management		X		Business, Arts and Sciences	
History		X	BA	Business, Arts and Sciences	
Human Services	X	X	BS	Business, Arts and Sciences	Also available as an online Degree Completion program
Information Technology	X	X	BS	Business, Arts and Sciences	
Interdisciplinary Science	X		BS	Business, Arts and Sciences	
International Business	X	X	BSBA	Business, Arts and Sciences	
International Studies	X	X	BA	Business, Arts and Sciences	
Liberal Arts	X		AA	Business, Arts and Sciences	
Liberal Studies	X		BA	Business, Arts and Sciences	
Management	X	X	BSBA	Business, Arts and Sciences	Also available as an online Degree Completion program
Marketing	X	X	BSBA	Business, Arts and Sciences	Also available as an online Degree

					Completion program
Music Technology and Production		X		Business, Arts and Sciences	
Nursing	X		BSN	Health Sciences	See program description
Nutrition	X	X	BS	Health Sciences	
Photography		X		Business, Arts and Sciences	
Political Science		X		Business, Arts and Sciences	
Psychology	X	X	BS	Business, Arts and Sciences	Also available as an online Degree Completion program
Public Health	X	X	BS	Health Sciences	Also available as an online Degree Completion program
Public Relations and Social Media Administration	X	X	BA	Business, Arts and Sciences	
Sociology	X	X	BA	Business, Arts and Sciences	
Spanish		X		Business, Arts and Sciences	
Sports and Recreation Management	X	X	BSBA	Business, Arts and Sciences	

Undergraduate Admission

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

While there is no hard deadline for submitting an application, interested students are encouraged to submit their applications by the middle of their senior year if applying for first-year admission for the fall semester, or by December 1 if applying for first-year or transfer admission for the spring semester. Students applying for transfer admission for the fall semester are urged to complete their applications by August. Students must submit their application online using either the Common Application or the AIC application. Online applications can be accessed at www.aic.edu/apply.

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

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

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

Admission Criteria for All Students

The following list outlines how admission criteria may be met:

- High school diploma or high school transcript indicating date of graduation; recognized equivalent of a high school diploma; a General Educational Development Certificate (GED); or a state certificate received by a student after the student has passed a state-authorized examination that the state recognizes as the equivalent of a high school diploma;

- An academic transcript of a student who has successfully completed at least a two-year program that is acceptable for full credit toward a bachelor's degree.

Application for Admission

To apply, visit www.aic.edu/apply.

If a paper copy of the application is necessary, please contact the Office of Admissions by telephone at (413) 205-3201 or through email: admissions@aic.edu.

How to Apply to American International College

Completed applications and all required supporting documentation may be submitted as a single package or individually online through the common application, web-based application or email to admissions@aic.edu.

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

- Completed and signed application
- Official copy of high school transcript(s), diploma or GED certificate.
- Official sealed transcript(s) from all colleges/universities previously attended.
- Optional: Submit one letter of recommendation from a teacher, professor, counselor, or employer, submit official SAT or ACT test scores, and submit a personal statement.

Transcripts

Official transcripts of all previous academic work are required. Transfer students applying to programs in the School of Business, Arts, and Sciences and School of Education may submit a copy of their high school diploma in lieu of official high school transcripts. Transfer students applying to programs in the school of Health Sciences may be required to submit an official high school transcript. AIC may require transcripts for each year of secondary and post-secondary education.

Secondary and post-secondary school transcripts which are not in English, must be translated to English. Secondary and post-secondary school transcripts which have been completed outside of the United States, may require a course-by-course credit evaluation. AIC accepts evaluations from all active members associated with the National Association of Credential Evaluation Services (NACES) or the Center for Educational Documentation (CED) organization.

Students who apply to AIC through an approved international recruitment partner, and whose transcripts are in English, will not be required to submit course-by-course credit evaluation for secondary schoolwork if official transcripts have been submitted and vetted by the approved international recruitment partner.

Applicants who have participated in a study abroad program that has been verified by their home institution in the United States are not required to provide separate transcripts for study abroad credits. If study abroad coursework and credits are not listed on the transcript of a student's home institution, the student is required to send a course-by-course credit evaluation through a recognized service. AIC accepts evaluations from all active members associated with the National Association of Credential Evaluation Services (NACES) or the Center for Educational Documentation (CED) organization.

Additional Admission Requirements

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

Exercise Science

Admission requirements are designed to select qualified students who are likely to successfully complete this professional program of study. Freshman candidates must satisfy the college's admissions requirements and must also present an official high school transcript demonstrating a minimum GPA of 2.7 or above (on a 4.0 scale) including a strong academic record in science and math courses.

Exceptions to minimum requirements may be made in conjunction with the Dean of the School of Health Sciences, or individual program director where appropriate. Meeting minimum admissions criteria is not a guarantee of admission.

Exercise Science Transfer Admission

Transfer applicants must have a minimum C average, but the most competitive candidates transfer in with a B- or better.

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

ENG1201/ENG1601	English Composition I/Advanced First-Year Composition
ENG1202/ENG1602	English Composition II/Advanced First-Year Composition and Literature
BIO1250/1251*	Biology for Health Sciences I w/Lab
BIO1260/1261*	Biology for Health Sciences II w/Lab
PSY1200	Introduction to Psychology
BIO1200/1201*	Anatomy & Physiology I w/Lab (4 cr.)
BIO1210/1211*	Anatomy & Physiology II w/Lab (4 cr.)
MAT1430 or PSY2302	Foundations of Statistics or Statistics

Current AIC students seeking admission to the Exercise Science program must complete a formal application process as an internal transfer. Internal transfer applications are reviewed in the spring semester only, for fall admission into the program. It is recommended that all students who are applying as internal candidates take at least one lab science during their freshmen year. Additional information on the internal transfer process can be obtained through the Office of the Dean of the School of Health Sciences.

Nursing

The undergraduate nursing program accepts candidates for freshman admission in the fall and spring semesters. Students who have not completed any college level coursework are admitted as full-time freshmen students into the four-year program.

Freshmen candidates must satisfy the college's admissions requirements, including successful completion of a laboratory science course in chemistry within the last five years. Candidates must also present an official high school transcript demonstrating a minimum GPA of 2.8 or above (on a 4.0 scale) including a strong academic record in science and math courses.

First year applicants who do not meet the minimum GPA and prerequisite requirements for nursing, but who do have a CGPA of 2.5 or higher may be admitted as a pre-nursing student. Guaranteed admission for pre-nursing students into the nursing program will occur if the following conditions are met:

- Completion of one year of coursework at AIC with a minimum GPA of a 2.5

Exceptions to minimum requirements may be made in conjunction with the Dean of the School of Health Sciences, or individual program director where appropriate. Meeting minimum admissions criteria is not a guarantee of admission.

Nursing Transfer Admission

Transfer candidates will be evaluated for admission based on the record of their college studies. Transfer candidates, with or without reasonable accommodations, are expected to demonstrate academic readiness at the post-secondary level by submitting an official college transcript demonstrating a cumulative GPA of 2.8 or above (on a 4.0 scale).

Transfer applicants who are applying to AIC from another institution are accepted on a space-available basis for both the fall and spring semester. The undergraduate nursing program accepts transfer candidates for freshman admission in the fall and spring semesters. Transfer students who have not completed all required prerequisite courses at the time of admission, or who have outdated coursework per prerequisite parameters listed below, will be admitted as freshman nursing transfer students.

The undergraduate nursing program accepts transfer candidates for sophomore admission for the fall semester only. Only students who have met all prerequisite requirements will be admitted into sophomore nursing. Candidates with prerequisite coursework documented as in progress at the time of application will be admitted conditionally into sophomore nursing. If conditional admission is granted for sophomore entry, all prerequisites and conditions must be verified as met prior to the start of the program entry semester. Official documentation confirming prerequisite and condition completion in accordance with policy should be submitted directly to the Undergraduate Admissions Office. Although the deadline requires submission 30 days prior to entry, immediate submission upon completion of outstanding or outdated prerequisite coursework is preferred. Conditionally admitted candidates who fail to complete prerequisite related conditions in the stated timeframe above, but who meet admissions criteria for admission as a transfer freshman nursing candidate will automatically be placed in the freshman nursing cohort in lieu of the sophomore nursing cohort.

AIC does not admit students as junior or senior candidates into the undergraduate nursing program.

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

BIO1200/1201*	Anatomy & Physiology I w/Lab (4 cr.)
SOC1100*	Intro to Sociology
BIO1210/1211*	Anatomy & Physiology II w/Lab (4 cr.)
PSY1200*	Introduction to Psychology
BIO2430/2431*	Microbiology w/Lab (4 cr.)
ENG1201/1601*	English Composition I/Advanced First-Year Composition
ENG1202/1602*	English Composition II/Advanced First-Year Composition and Literature

Nursing Additional Requirements/Guidelines:

Nursing transfer credits of any nursing courses (NUR) are made by the Program Administrator after review of the course being considered for transfer including year taken (5 years or less), grade received (C+ or greater), course description, course objectives, methods of evaluation, and credit hours (didactic and/or clinical). Determination of transfer eligibility is made based on congruency with a comparable course within the DON curriculum. Transfer of nursing course credit will not be accepted after sophomore-level nursing courses.

In order to complete their admissions file, transfer students must submit a copy of their current class schedule, if currently enrolled in courses.

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

Freshman nursing applicants must submit an official high school transcript.
The number of course withdrawals and/or repeats will be considered in making admission decisions.

Candidates who demonstrate evidence of successfully completing full-time college coursework (minimum of 12 credits/semester) will be given preference in the admission process.

All minimum requirements for sophomore transfer status in the nursing program **must be completed prior to admission.**

Current AIC students seeking admission to the nursing program must complete a formal application process as an internal transfer. Internal transfer applications are reviewed in spring semesters only for fall admission into the program. It is recommended that all students who are applying as internal candidates complete at least one lab science during their freshmen year. Additional information on the internal transfer process can be obtained through the Office of the Dean of the School of Health Sciences.

Occupational Therapy

Admission requirements determine qualified students who are likely to successfully complete this professional program of study. Freshman candidates must satisfy the college's admissions

requirements and must also present an official high school transcript demonstrating a minimum GPA of 2.8 or above (on a 4.0 scale) including a strong academic record in science and math courses.

First year applicants who do not meet the minimum GPA requirement for occupational therapy, but who do have a CGPA of 2.5 or higher may be admitted as a pre-health science student. Guaranteed admission for pre-health science students into the occupational therapy program will occur if the following conditions are met:

- Completion of one year of coursework at AIC with a minimum GPA of a 3.0
- Successful completion of at least one required science course with a grade of B- or better

Exceptions to minimum requirements may be made in conjunction with the Dean of the School of Health Sciences, or individual program director where appropriate. Meeting minimum admissions criteria is not a guarantee of admission.

Transfer Admission

Transfer applicants must have a minimum GPA of 2.9 (on a 4.0 scale).

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

ENG1200/1201/ENG1601	Intro Academic Writing/English Composition I/Advanced First-Year Composition
BIO1200/BIO1201*	Human Anatomy & Physiology I w/Lab
PHY1200/PHY1210*	Physics of Human Body or equivalent /Physics w/Lab
PSY1200	Introduction to Psychology
PSY3600 & PSY2450*	Developmental Psychology & Abnormal Psychology
SOC1100	Introduction to Sociology
MAT1430 or PSY2302	Foundations of Statistics or Statistics

Current AIC students seeking admission to the Occupational Therapy program must complete a formal application process as an internal transfer. Internal transfer applications are reviewed in the spring semester only, for fall admission into the program. It is recommended that all students who are applying as internal candidates complete at least one lab science during their freshmen year. Additional information on the internal transfer process can be obtained through the Office of the Dean of the School of Health Sciences.

Physical Therapy

Freshmen candidates must satisfy the college's admissions requirements and must also present an official high school transcript demonstrating a minimum GPA of 3.2 or above (on a 4.0 scale) including a strong academic record in science and math courses.

First year applicants who do not meet the minimum GPA requirement for physical therapy, but who do have a CGPA of 2.5 or higher may be admitted as a pre-health science student.

Guaranteed admission for pre-health science students into the physical therapy program will occur if the following conditions are met:

- Completion of one year of coursework at AIC with a minimum GPA of a 3.2
- Successful completion of at least two required science courses with a grade of B or better

Exceptions to minimum requirements may be made in conjunction with the Dean of the School of Health Sciences, or individual program director where appropriate. Meeting minimum admissions criteria is not a guarantee of admission.

Transfer Admission

Transfer applicants must have a minimum GPA of 3.2 (on a 4.0 scale).

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

BIO1200/1201 & BIO1210/1211*	Human Anatomy I and II w/Lab
BIO1250/1251 & BIO1260/1261*	Biology for Health Sciences w/Lab
CHE1600/1601 & CHE1700/1701*	General Chemistry I and II w/Lab
PHY1600/1601 & PHY1800/1801*	General Physics I and II w/Lab
MAT2400*	Calculus I
PSY1200	Introduction to Psychology

To progress to the professional phase of the Doctorate of Physical Therapy program, once enrolled in the undergraduate Physical Therapy program at AIC, students must achieve an overall GPA of 3.2 and a GPA of 3.2 in the core physical therapy requirements noted above. Current AIC students seeking admission to the Physical Therapy program must complete a formal application process as an internal transfer. Internal transfer applications are reviewed in spring semester only, for fall admission into the program. It is required that all students who are applying as internal candidates complete at least two lab sciences during their freshmen year. Additional information on the internal transfer process can be obtained through the Office of the Dean of the School of Health Sciences.

Additional Admission Information for Specific Groups

First Year/Freshman Admission

Applicants with less than 12 credits of post high school college work are considered for first-time admission. Students may apply for entrance in either fall or spring.
The admission decision is based on an assessment of the applicant's readiness for college. Among the factors considered are the applicant's academic record, including the quality of courses completed and grades earned. Additionally, optional standardized test results, an optional letter of recommendation, an optional personal statement and extra-curricular involvement in both school and community contribute to the decision. The final selection is based on a thorough and individual review of the credentials presented by each prospective student. Because the admission process is individualized, the weight of each of these credentials may vary.

Applicants for admission to the freshman class must be graduates of approved secondary schools, and have a minimum cumulative high school grade point average of 2.0. Recommended college preparatory units (16) include:

4 units	English
3 units	Mathematics (usually Algebra 1&2 and geometry)
2 units	Laboratory Science
2 units	Social Studies
1 unit	Foreign Language

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

Homeschool

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

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

Degree Completion Admission

Students who have completed an associate degree, and/or have earned a minimum of 60 credits at an accredited institution are eligible to apply to the Degree Completion Program. Applicants are required to submit:

- Online application
- Transcripts from any undergraduate institution they have attended
- High school diploma and/or high school transcript (this is only required for students who have not completed an associate's degree)

Transfer Undergraduate Admission

Students with academic records satisfactory to American International College are admitted from other colleges for fall or spring enrollment. A transfer student must submit official transcripts of all work undertaken at all institutions attended after high school, whether transfer credit is desired or not. This includes any courses that the student has withdrawn from.

Transfer Credit Policy

The process of determining transfer credit may be initiated by the Admissions Office; the final determination of transfer credit is made by the Registrar in conjunction with the Dean of the school or the EVPAA.

Transfer credit will be granted for courses successfully completed elsewhere only when those courses relate academically to the curriculum of the College and have been completed with a grade which equates, at a minimum, of "C-". A higher grade may be required for some specific courses in certain majors, particularly those with program specific accreditation requirements. Academically related courses are those which a) correlate directly to the subject matter taught, b) clearly demonstrate the same or higher academic rigor, and c) are transcripted by the institution or an active member of the National Association of Credential Evaluation Services (NACES). Final determination may be made by one or more of the following: EVPAA, Registrar, or Dean of the school.

Any course grades by the Pass/Fail system will not be accepted for credit unless approved by the Registrar.

Students who have earned academic credit at other accredited institutions of higher education may transfer up to a maximum of 90 term hours as outlined in the following table:

Institution type	Maximum transfer credits	AIC minimum credits
4 Year	90	30
2 Year (no Associate degree)	60	60
2 Year (no Associate degree) +4 Year	60 + 30	30
2 Year (Associate degree)	75	45
2 Year (Associate degree) +4 Year	90	45

MassTransfer and Intersegmental General Education Transfer Curriculum (IGETC)

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

Reenrollment

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

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

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

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

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

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

Readmission to AIC

Generally speaking, readmission to AIC is available to former students who plan to return after the reenrollment period (see above) and who meet one or more of the following criteria:

- Did not return from an approved Leave of Absence
- Did not return from a term under the Excused Withdrawal Policy
- Withdrew or separated from the College while in good academic standing
- Was not dismissed for disciplinary reasons
- Was dismissed for academic reasons but has attended another institution of higher education and can demonstrate successful academic performance. A petition for Academic Forgiveness may also be submitted at the student's request.

Former students who wish to pursue readmission should contact the Admissions Office.

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

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

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

Any Service member or reservist who is temporarily unable to attend class or has to suspend studies due to service requirements is guaranteed readmission to the College. Service members returning from active duty should contact the Office of Admissions to be formally readmitted.

Academic Forgiveness

Undergraduate, baccalaureate degree-seeking students who are readmitted following more than a three-term consecutive absence from the College may petition to have their cumulative GPA recalculated from the time of readmission to the College. Students interested in pursuing this option may find the appropriate form with instructions on the college's website. Please note: This option is not available to students who are re-enrolled at the College.

Upon successful petition:

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

Deferment

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

To defer, a student must:

- Complete and return the Deferral of Admission Request form to the Office of Admissions, indicating which term (s)he would like to defer to. The maximum length of a deferral is one year (typically Fall-Fall, Fall-Spring, or Spring-Fall).

- Pay the required, non-refundable $200 full-time, or $100 part-time enrollment deposit by the relevant deadline and, if not already submitted, an official copy of his/her final high school transcript or General Educational Development (GED) diploma.

If the deferral is granted, it will:

- Be granted for a specific term.

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

- Roll forward any merit scholarship the student has already received. However, all other financial aid is not guaranteed.

Financial Aid:

- Students who defer to the following term must reapply for financial aid by completing the Free Application for Federal Student Aid (FAFSA) as soon as possible.

- Students who defer from fall to spring semesters normally will receive a proportionate share of their previously granted full-year award.

Information on applying for financial assistance from AIC is available online at https://www.aic.edu/admissions/tuition-financial-aid/.

Deferrals will not be given more than once.

Exceptional Circumstances

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

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

- Explain the special opportunity being presented to the student in the Deferral of Admission Request form.

- Submit official transcripts from any college/university attended during the deferral period at least 30 days prior to the start of class at AIC.

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

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

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

International Admission

American International College welcomes international students to its campus. The college is authorized under federal law to enroll non-immigrant students under the F1 visa process. It is the international students' responsibility to submit all official records of their academic work and the necessary financial documentation. Applicants should take care to see that these records are complete. In addition, they should attempt to provide evaluations of those records when possible to avoid delays in the application processing.

International students who wish to be considered for admission should provide to the admissions office the following information:

1. Application for admission
2. Official transcripts of all previous academic work are required. Transfer students may submit a copy of their high school diploma in lieu of official high school transcripts. AIC requires transcripts for each year of secondary and post-secondary education.

   Secondary and post-secondary school transcripts which are not in English, must be translated to English. Secondary and post-secondary school transcripts which have been completed outside of the United States, may require a course-by-course credit evaluation. AIC accepts evaluations from all active members associated with the National Association of Credential Evaluation Services (NACES) or the Center for Educational Documentation (CED) organization.

   Students who apply to AIC through an approved international recruitment partner, and whose transcripts are in English, will not be required to submit course-by-course credit evaluation for secondary schoolwork if official transcripts have been submitted and vetted by the approved international recruitment partner.

   Applicants who have participated in a study abroad program that has been verified by their home institution in the United States are not required to provide separate transcripts for study abroad credits. If study abroad coursework and credits are not listed on the transcript of a student's home institution, the student is required to send a course-by-course credit evaluation through a recognized service. AIC accepts evaluations from all active members associated with the National Association of Credential Evaluation Services (NACES) or the Center for Educational Documentation (CED) organization.

3. For applicants whose native language is not English, proof of English proficiency is required. The most common demonstration of English proficiency is through the Test of

English as a Foreign Language (TOEFL) or IELT results. An overview of options to demonstrate English Proficiency can be found below in the English Proficiency section of this document.

4. Once admitted and deposited, students seeking to enroll should contact the International Student Life Office for further information regarding the visa process.

Advanced Placement Program

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

English Proficiency

Non-native speakers of English who wish to be considered for admission must demonstrate English language proficiency. AIC's English proficiency requirement can be demonstrated in one of the following ways:

- Minimum TOEFL score of 72 (internet based test) with no subset score lower than 18.
- Minimum Duolingo English Test (DET) score of 105.
- Minimum IELTS score of 5.5, with no bands below a 5.0.
- Minimum SAT English based reading and writing score of 500
- Minimum ACT English and Reading score of 37
- Minimum PAA (Prueba de Aptitude Academica) English component score of 500 .
- Minimum PTE Academic (Pearson's Test for English – Academic) score of 59-75.

In some instances, non-native speakers of English may have their English proficiency requirement waived. Student seeking to have their requirement waived may do so under one of the following conditions:

- An earned bachelor's or master's degree from a regionally accredited institution within the United States.
- An earned bachelor's or master's degree from a regionally accredited University outside of the United States, for which all coursework was delivered in English and can be confirmed in writing by an official at that institution.
- Current enrollment as a full-time student who will have completed two academic years of college/university coursework at a regionally accredited institution within the United States prior to the date of anticipated matriculation at AIC.
- An earned secondary school diploma from a regionally accredited institution outside of the United States, for which all coursework has been delivered in English and can be confirmed in writing by an official at that institution.

College Level Examination Program (CLEP)

American International College understands that the important question is not *how* persons acquired their education, but *what* education they have. Through the College Level Examination

Program (CLEP), students may take tests to prove that they have the equivalent learning as taught in a college level course. There are test centers throughout the country. Any matriculating student at the college is eligible for this program. However, students must complete the last 30 semester hours of credit in residence for any degree at American International College. No grade may be raised by test results.

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

Scores range from a low of 20 to a high of 80. American International College will give credit for a scaled score of 50 or above. Students should note that certain departments may not accept CLEP credit to waive major course requirements. Scores older than 5 years will be evaluated on a case-by-case basis.

International Baccalaureate (IB)

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

Non-matriculated Candidates:

A non-matriculated student is one who takes college credit courses but who has not applied for formal admission (matriculation) to a degree program. A person who wishes to register for an undergraduate course without an application for admission may do so. That person must present documentation of high school graduation or completion of the General Education Development (GED) program.

- Continuing education students may take up to 15 semester hours of college credit as non-matriculated students before applying for admission. To become a matriculated student, one must comply with the admission procedure outlined above.
- Non-matriculated students register for courses directly through the Registrar's office.

Students participating in Dual Enrollment are not required to provide proof of graduation at the time of non-matriculated entry.

Veteran Status

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

Auditing a Course

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

Expenses

All AIC charges are subject to revision at the discretion of the Board of Trustees. Expenses shown here are for full-time undergraduate students for the academic year 2025-2026. All expenses are subject to change. Changes will be posted on the college website.

Rates are effective as of 5/1/2025

2025-2026 Costs: Full-Time Undergraduate Resident *
Based on 12-18 credits per term (Fall and Spring), standard room and the unlimited meal plan. Additional costs for courses, health insurance, lab fees, parking, program fees and attendance in intersession and/or summer terms may apply.

Description	*Fall Term*	*Spring Term*	*Yearly*
Tuition	$ 22,265	$ 22,265	$ 44,530
Comprehensive Fee	$ 500	$ 500	$ 1,000
Standard Room	$ 4,340	$ 4,340	$ 8,680
Meal Plan	$ 4,375	$ 4,375	$ 8,750
Books/Supplies	$ 650	$ 650	$ 1,300
Total Base Cost	$ 32,130	$ 32,130	$ 64,260

2025-2026 Costs: Full-Time Undergraduate Commuter *
Based on 12-18 credits per term. Additional fees for courses, health insurance, parking, program fees and attendance in intersession and/or summer terms may apply.

Description	*Fall Term*	*Spring Term*	*Yearly*
Tuition	$ 22,265	$ 22,265	$ 44,530
Comprehensive Fee	$ 500	$ 500	$ 1,000
Books/Supplies	$ 650	$ 650	$ 1,300
Total Base Cost	$ 23,415	$ 23,415	$ 46,830

2025-2026 Costs: Part-Time Undergraduate*
Part-time status is based on registration for less than 12 credit hours per term.
Additional fees for courses, health insurance, parking, program fees and attendance in intersession and/or summer terms may apply.

Description	*Fall Term*	*Spring Term*
Tuition	$ 915 per credit	$ 915 per credit
Comprehensive Fee	$ 150	$ 150
Books/Supplies	$ 325	$ 325

Indirect Costs to Consider

Description	Full-Time Resident (Yearly)	Full-Time Commuter (Yearly)
Personal Expenses	$ 100	$ 1,000
Loan Fees	$ 65	$ 65
Housing Expenses	$ 0	$ 3,694

*All students are subject to the Student Health Insurance Regulations. Please refer to the section on Student Health Insurance.

**Books and supplies are not charged to the student's account. They are an out-of-pocket expense. However, students with overall credit balances on their accounts may request a Book Voucher (terms and conditions apply).

Tuition and Fees (2025-2026)

Undergraduate full-time students registering for 12-18 credits per term are charged the comprehensive tuition fee. Students who take more than 18 credits per term will be charged a per credit fee for each credit over 18. Undergraduate students who take fewer than 12 credits in a term will be charged at the per credit hour rate.

Deposits

Description	Amount	Charge Per
Traditional Undergraduate Tuition Deposit	$ 200	Once
Degree Completion Deposit	$ 100	Once

Undergraduate Tuition (excluding specialty programs)

Description	Tuition Charge Per	Tuition	Comprehensive Fee; Per Term (Fall & Spring terms only)	Academic Calendar	Student Health Insurance (Required to Waive Enroll)
Undergraduate Comprehensive Tuition[1]	Per Term: Fall and Spring (12-18 credit credits)	$22,265	$ 500	Traditional	Yes
Undergraduate per credit fee Fall & Spring Terms[1]	Per Credit: • Part-Time (under 12 credits) • Overload (over 18 credits)	$ 915	$ 150	Traditional	Yes
Undergraduate per credit fee for courses numbered 5000 and above[1] Summer & Intersession Terms	Per Credit	$ 915	None	Traditional	No
Undergraduate per credit fee for courses numbered under 5000 Summer & Intersession Terms	Per Credit	$ 460	None	Traditional	No

Audit Rate	Per Credit	$ 460	$ 150	Traditional	Yes

Undergraduate Specialty Program Tuition Rates:

Description	Tuition Charge Per	Tuition Amount	Comprehensive Fee; Per Term (Fall & Spring Terms Only)	Academic Calendar	Student Health Insurance (Required to Waive Enroll)
Certificate: Addiction Counseling	Credit	$460	$150	7 Week	No
Certificate: Micro-Emerging Markets: Cannabis	Credit	$460	$150	7 Week	No
College Steps Program	Credit	$460	$150	Traditional	No
Degree Completion[1]	Credit	$460	$150	7 Week	No
Early College (Tuition is waived)	Credit	$460	$ 0	Traditional	No
Evenings at AIC	Credit	$460	$150	Traditional	Yes
Evenings at AIC, Online Only	Credit	$460	$150	Traditional and/or 7 Week	No

Notes:

1: Undergraduate students in the Degree Completion Criminal Justice program who are allowed to take graduate level courses in advance of completing their undergraduate degree will be charged the applicable graduate rate for the graduate level courses.

Fees:

Description*	Amount	Charge Per
Miscellaneous		
Continuous Enrollment Fee: 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. It may apply to Occupational Therapy (OT) and Physical Therapy (PT) students in the Professional phase of their programs. Additional policies and restrictions may apply.	$ 200	Term
Student Parking Resident	$ 135 plus processing fees	Term
Student Parking Commuter	$ 75 plus processing fees	Term
Vendor Fee: EXS2500: NASM: Certified Personal Trainer	$ 549	Course
Withdrawal Fee (refer to the withdrawal policy)	$ 750	Term
Work Related Exam	$ 450	Course
Work Related Exam – Employee	$ 150	Course

Administrative Fees		
Description	Amount	Charge Per
Apostille Seal (only if needed for International Diploma)	$ 6.00	Each
Diploma Replacement Fee	$ 75.00	Each
Returned Check Fee	$ 25.00	Each
Transcript [1]	$ 12.50	Each

[1]Electronic Requests have an additional non-refundable $1.00 secure fee.

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 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 (some exceptions for Graduate students living in the Acorn Complex may apply). 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 Charges and Meal Plans

2025/2026 Summer: Rates are posted each summer
2025/2026: Break Periods: Rates for the break periods are posted separately

2025-2026 (Per Term- Fall/Spring)

Residence Halls:

Building	Single by Design	Single Buyout[3]	Double	Triple by Design	Single Due to Vacancy Upcharge[2]
Acorn Graduate Apts.	**$6,700.00**	N/A	N/A	N/A	N/A
Acorn Undergraduate Apts.	N/A	$7,555.00	**$5,595.00**	N/A	$840.00
Graduate Annex	**$6,700.00**	N/A	**$5,595.00**	N/A	$840.00
Broadhurst	$5,675.00	$6,385.00	**$4,730.00**	N/A	$710.00
Edgewood	$5,930.00	$6,670.00	**$4,940.00**	$4,340.00	$740.00
Hines[1]	$5,210.00	$5,860.00	**$4,340.00**	**N/A**	$650.00
Magna[1]	**N/A**	$5,860.00	**$4,340.00**	**$4,340.00**	$650.00
Pouch[1]	$5,210.00	$5,860.00	**$4,340.00**	**N/A**	$650.00
Street[1]	$5,210.00	$5,860.00	**$4,340.00**	**N/A**	$650.00

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.

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

Meal Plans:

Meal Plan Description	Term	Academic Year	Who May Purchase
Residential Meal Plans			
Unlimited + $300 Dining Dollars	$ 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.

Includes 7 Meal Exchange swipes per week to be used in the Hive[1]			
14 Meals per Week + $200 Dining Dollars Includes 5 Meal Exchange swipes per week to be used in the Hive[1]	$ 3,575	$ 7,150	Minimum required for all non-fresh men 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[1]	$ 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 Includes 5 Meal Exchange swipes per week to be used in the Hive[1]	$ 1,355	$ 2,710	Minimum required for all undergraduate students living in the Acorn Complex (non First Year) and all graduate students living in any hall except the Acorn Complex.
Commuter Meal Plans			
30 Block + $200 Dining Dollars Includes 5 Meal Exchange swipes per week to be used in the Hive[1]	$ 625	$1,250	Optional for commuter students only. Students may also choose a residential meal

[1]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 and/or your housing agreement form 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 myAIC portal at www.aic.edu/studentaccounts*

Student Accounts Policy and Procedures

College statements are typically 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.

Payment
Matriculated students should make payment arrangements for their account ("Student Account") by the posted payment due date for each term.
Methods of Payment:

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.

Non -Matriculated/Audit Students:

a) Must complete the Non-Matriculated/Audit Students registration form in the Registrar's Office
b) Will be charged the tuition rate and comprehensive fee associated with the program/degree that the course is associated with
c) Payment is considered due and payable upon registration
d) Students will be dropped from the course for non-payment if payment is not received by the end of the appropriate add/drop period.

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 my.AIC.edu 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.

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.

Veterans Benefits and Transition Act of 2018 effective August 1, 2019:
Educational institutions must allow students using veteran's benefits (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 [1, 2, 3, 4].

Traditional and Trimester Academic Calendars:

- Prior to start of sessions and through the Add/Drop period: 100% refund of tuition and course related fees
- After add/drop: No Refund of Tuition and course/lab fees*

  **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 Calendars

- Prior to start of sessions and through the Add/Drop period: 100% refund of tuition and course related fees
- After add/drop: 50% refund of tuition and program fees through day 18

[1]An unofficial withdrawal may occur if a student drops/withdraws from all courses in a semester or withdraws from all courses within a session within a semester. All withdrawal policies will apply.

[2]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.

3The dates used are the session dates from the academic calendars

[4]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. Undergraduate students who withdraw during the add/drop period will be charged a $750 withdrawal fee.

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

WITHDRAWAL FROM AIC: TRADITIONAL UNDERGRADUATE CALENDAR[5]						
Session(s)	Weeks/Days	% Returned Tuition[3]	% Returned Comprehensive Fee[2]	% Returned Room and Board[1]	% Institutional Financial Aid Returned[4]	% Federal Financial Aid Returned[6]
Fall & Spring	Prior to the start of the session	100%	100%	100%	100%	100%
	During Add/Drop	100% *$750 Withdrawal Fee*[3]	100%	100%	100%	Per day proration
	After Add/Drop and through Day #14	80%	80%[2]	80%	80%	Per day proration
	Week 3 (Days 15-21)	60%	60%[2]	60%	60%	Per day proration
	Week 4 (Days 22-28)	40%	40%[2]	40%	40%	Per day proration
	Week 5 (Days 29-35)	20%	20%[2]	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
Inter - session	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
Summer	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: 7 Week Calendar[5]						
Session(s)	Weeks/Days	% Returned Tuition	% Returned Fees[2]	% Returned Room and Board[1]	% Institutional Financial Aid Returned[4]	% Federal Financial Aid Returned[6]
Fall & Spring & 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[1]	100%	Per day proration
	After Add/drop to day #18	50%	No Refund	Room & Board is contracted on a yearly basis[1]	50%	Per day proration
	Day # 19 and through the 60% date	No Refund	No Refund	Room & Board is contracted on a yearly basis[1].	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:

[1] 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.

[2] 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.

[3] Withdrawal Fee: Applied only to undergraduate students

[4] Athletic Scholarships will be pro-rated according to the regulations in the Student-Athlete Handbook.

[5] 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.

[6] 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 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 (1) a student debt for the returned portion of Tuition Assistance is not created (2) to reduce any outstanding obligation to the college.

All policies 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.

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

Federal Direct PLUS Loans

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

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

Cooperating Colleges of Greater Springfield

The Cooperating Colleges of Greater Springfield (CCGS), is an association formed in 1970 by the presidents of the member institutions: American International College, Bay Path University, Elms College, Holyoke Community College, Springfield College, Springfield Technical Community College, Western New England University, and Westfield State University. CCGS serves to enrich educational offerings, cultural events, and social activities at each university, and offer a wider variety of programs and fields of study.

CCGS sponsors an eight-college exchange program in which any full-time undergraduate who has paid tuition at their own home college may take up to two courses or up to eight credit hours per semester each semester at any one of the other CCGS institutions, provided that seats are available at the host institution. Part-time students attempting at least six credit hours in a degree program are also qualified to participate in the CCGS program. The above-stated conditions may not apply to summer sessions, evening classes, winter session, and continuing education classes. Students should first discuss this opportunity with their advisor and then register for CCGS classes through their home Registrar's office. Additional guidelines and registration information may also be obtained from the Registrar's office.

Degree Completion Program

Degree completion programs are designed for students who have previously started their higher education journey but were unable to finish their degree, or for those who want to complete their bachelor's degree after earning an associate degree. These programs offer a flexible and supportive pathway to complete the bachelor's degree, often accommodating the unique needs of adult learners and working professionals. By enrolling in a degree completion program, students can enhance their career prospects, achieve personal growth, and fulfill long-held educational goals. Our programs are tailored to provide the necessary skills and knowledge to advance in your chosen field, making it easier to balance education with other life commitments.

Programs offered through Degree Completion, with associated school:

School of Business, Arts, and Science:
Cybersecurity
Criminal Justice
Human Services
Marketing
Management
Psychology

School of Education:
Educational Studies

School of Health Sciences:
Public Health

Undergraduate Curriculum

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

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

American International College has three schools:

School of Business, Arts and Sciences
School of Health Sciences
School of Education

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

APEX (The AIC Plan for Excellence)

The AIC Plan for Excellence (referred to as APEX) is a shared undergraduate journey that transforms our students through academic and co-curricular opportunities that foster intellectual, personal and professional growth and development. This comprehensive program heightens the students' academic, professional, and social experiences while attending AIC to develop a solid foundation for personal and professional success. Through both APEX courses, students will gain the essential academic skills to help them successfully engage in a liberal arts foundation as well as communicate effectively, think critically, gather and use information, and work collaboratively. The focus of the program is to empower students to reach their own apex at AIC and beyond, by helping them identify, develop, and achieve their educational, professional, and personal goals.

The APEX Program is composed of two connected parts: one three-credit APEX course taken during the first semester (Pathways to College Success) and one two-credit APEX course (Pathways to Professional Success) taken during the junior year, the co-curricular experience, and the general education core curriculum. The academic courses, referred to as APEX 1005 (APEX1) and APEX 3005 (APEX2), are designed to help students navigate college life and engage in high-impact learning experiences that will prepare them for their professional life. Students will complete a variety of activities and assignments that focus on creating meaningful goals, career exploration, engaging with peers and professionals in a real-world context within

their major of study, exploring an internship path that will help them grow competencies relevant in their professional field, and networking that will prepare for their next steps after AIC.

The second part of the APEX program focuses on co-curricular experiences. To reach your apex, some of the most impactful learning happens outside of the classroom. By engaging in experiential learning opportunities at AIC and beyond, it will help you hone your collaboration and teamwork competencies, foster your leadership skills, and develop your understanding of the world around you. As part of the APEX Program, we expect that you will become an involved community member. Over the course of your time at AIC, you will have the opportunity to participate in experiences that are organized around APEX's four learning goals: Intellectual Development & Lifelong Learning, Personal Growth, Social & Cultural Competency, Career & Professional Development.

The third and final component of the program is the general education core curriculum. The General Education requirements serve as the academic basis for lifelong learning. It is a framework for the acquisition and use of broad bodies of knowledge and a foundation of intellectual, social, and ethical skills and behaviors. Through this program, students are provided with a sequence of general education courses that complement the major program of study. Students are required to complete 42-45 credits of approved general education courses, according to the requirements listed.

At the completion of General Education, students will be able to:

- Produce an interdisciplinary understanding of a complex issue.
- Demonstrate the ability to engage in taking different perspectives.
- Demonstrate advancing critical thinking skills.
- Integrate knowledge and ways of thinking drawn from two or more disciplines.

General Education Requirements (42-45 credits)

Effective with students admitted for Fall 2024

- **Exploring the Scientific World**
  Two Required Courses: 1 Math Course (3 cr), 1 Science Course/Lab (4 cr)

1 Math Course:	
MAT1430	Foundations of Statistics
MAT2004	Biostatistics
PSY2302	Statistics

1 Science Course/Lab:	
BIO1020/1021	Animal Diversity in Massachusetts
BIO1130/1131	Environmental Biology
BIO1200/1201	Human Anatomy & Physiology I
BIO1210/1211	Human Anatomy & Physiology II
BIO1250/1251	Biology I for Health Sciences
BIO1400/1401	Biology I
BIO1500/1501	Biology II
CHE1100/1101	Chemistry & Society I
CHE1110/1111	Chemistry & Society II
PHY1010/1011	Science for the 21st Century
PHY1020/1021	Earth Science for the Liberal Arts
PHY1030/1031	Physics for the Liberal Arts
PHY1050/1051	Astronomy for the Liberal Arts

One Optional Course: 1 Science Course with or without a lab (3-4 cr)*
*If optional course is taken in this category, will only have to take two (2) Interdisciplinary Course (INT)

- **Exploring Interdisciplinarity**
  Three Required Courses: ENG1202 or ENG1602 (3 cr), 2 Interdisciplinary (INT) Courses (6 cr)

ENG1202	Analytical Writing
ENG1602	Advanced First-Year Composition and Literature
2 Interdisciplinary Courses (must have INT prefix, or AIC3100, COM1282 or EXS1200)	
INTxxxx	Interdisciplinary Topics (course numbers will vary and will be updated in MyAIC)

AIC3100	Mentoring Students for Future Success
COM1282	Media Literacy

One Optional Course: 1 Additional INT Course (3 cr)*
*If optional course is taken in this category, will only have to take one (1) Science with a Lab Course (4cr)

- **Understanding Self & Others**

Three Required Courses: 1 Self Context Course (3 cr.), 1 US Context Course (3 cr), & 1 Global Context Course (3 cr)

1 Self Context Course:	
AAL1200	Health and Wellness for Athletes
PSY1200	General Psychology
SOC1100	Introduction to Sociology

1 US Context Course:	
ECO1401	Macroeconomics
ECO1402	Microeconomics
HST1510	US History to 1877
HST1520	US History since 1877
PCH1030	Introduction to Public Health
POL1400	Introduction to American Politics
SOC1400	Social Problems

1 Global Context Course:	
ECO1010	World Economic Geography
HST1400	Western Civilization I
HST1410	Western Civilization II
HST1430	World History II (since 1400)
IBS1420	Diverse Cultures of the World
POL1500	Comparative Politics
PCH2030	Global Health
SOC2650	Sociology of Globalization

- **Exploring the Arts & Humanities**

Three Required Courses: ENG1200, ENG1201, or ENG1601 (3 cr), 1 Arts Course (3 cr), & 1 Humanities Course (3 cr)

ENG1200 or ENG1201 or ENG1601	
ENG1200	Introduction to Academic Writing

ENG1201	English Composition
ENG1601	Advanced First-Year Composition

1 Arts Course:	
AEM1200	Arts and Entertainment Management: Blending Business with Artistic Prowess
ART1000	History of Art
COM1213	Digital Media Production I
COM2460	History of Photojournalism
COM3290	Great Directors
ENG2325	Creative Writing
FDM1250	Fashion Design I: Concept to Creation
GAD1200	Studio Art for the Graphic Artist
MUS1000	Music Appreciation
MUS1020	Jazz, Its Evolution and Impact
MUS1420	Music Studio I: Concept to Creation

1 Humanities Course:	
ENG2xxx or 3xxx-level	ENG2390, ENG2410, ENG2420, ENG2430, ENG2510, ENG2520, ENG3200, ENG3210, ENG3430, ENG3440, ENG3800
ITL1000	Conversational Italian I
PHI1000	Introduction to Critical Thinking
PHI1200	Introduction to Philosophy
PHI1400	Philosophy through Literature
PHI2010	World Religion
SPA1010	Latin American Popular Culture
SPA1100	Spanish for Health Care Professionals
SPA1201	Elementary Spanish and Culture I
SPA1202	Elementary Spanish and Culture II

- **Developing Professional Readiness**
  On-Campus students: Two required courses: AIC1005 or AIC1100 (3 cr) & AIC3005 (2 cr)

APEX/ACE courses	
AIC1005 (3cr) or AIC1100 (3cr	APEX 1: Pathways to College Success or Introduction to ACE (ACE students only)
AIC3005 (2cr)	APEX2: Pathways to Professional Success

General Education Requirements for Associate's Degree (34 credits)

Effective with students admitted for Fall 2024

- **Exploring the Scientific World**
  Two Required Courses: 1 Math Course (3 cr), 1 Science Course/Lab (4 cr)

1 Math Course:	
MAT1430	Foundations of Statistics
MAT2004	Biostatistics
PSY2302	Statistics

1 Science Course/Lab:	
BIO1020/1021	Animal Diversity in Massachusetts
BIO1130/1131	Environmental Biology
BIO1200/1201	Human Anatomy & Physiology I
BIO1210/1211	Human Anatomy & Physiology II
BIO1250/1251	Biology I for Health Sciences
BIO1400/1401	Biology I
BIO1500/1501	Biology II
CHE1100/1101	Chemistry & Society I
CHE1110/1111	Chemistry & Society II
PHY1010/1011	Science for the 21st Century
PHY1020/1021	Earth Science for the Liberal Arts
PHY1030/1031	Physics for the Liberal Arts
PHY1050/1051	Astronomy for the Liberal Arts

- **Exploring Interdisciplinarity**
  Two Required Courses: ENG1202 or ENG1602 (3 cr), 1 Interdisciplinary (INT) Course (3 cr)

ENG1202	Analytical Writing
ENG1602	Advanced First-Year Composition and Literature
1 Interdisciplinary Courses (must have INT prefix, or AIC3100, COM1282 or EXS1200)	
INTxxxx	Interdisciplinary Topics (course numbers will vary and will be updated in MyAIC)
AIC3100	Mentoring Students for Future Success

COM1282	Media Literacy

- **Understanding Self & Others**
  Two Required Courses: 1 Self Context Course (3 cr.), and 1 Course from either US Context (3 cr), OR Global Context (3 cr)

1 Self Context Course:	
AAL1200	Health and Wellness for Athletes
PSY1200	General Psychology
SOC1100	Introduction to Sociology

1 Course from either US Context or Global Context:	
US Context	
ECO1401	Macroeconomics
ECO1402	Microeconomics
HST1510	US History to 1877
HST1520	US History since 1877
PCH1030	Introduction to Public Health
POL1400	Introduction to American Politics
SOC1400	Social Problems

Global Context	
ECO1010	World Economic Geography
HST1400	Western Civilization I
HST1410	Western Civilization II
HST1430	World History II (since 1400)
IBS1420	Diverse Cultures of the World
POL1500	Comparative Politics
PCH2030	Global Health
SOC2650	Sociology of Globalization

- **Exploring the Arts & Humanities**
  Two Required Courses: ENG1200, ENG1201, or ENG1601 (3 cr), 1 Course from either Arts (3 cr), OR Humanities Course (3 cr)

ENG1200 or ENG1201 or ENG1601	
ENG1200	Introduction to Academic Writing
ENG1201	English Composition
ENG1601	Advanced First-Year Composition

One course from either Arts or Humanities

Arts Course:	
AEM1200	Arts and Entertainment Management: Blending Business with Artistic Prowess
ART1000	History of Art
COM1213	Digital Media Production I
COM2460	History of Photojournalism
COM3290	Great Directors
ENG2325	Creative Writing
FDM1250	Fashion Design I: Concept to Creation
GAD1200	Studio Art for the Graphic Artist
MUS1000	Music Appreciation
MUS1020	Jazz, Its Evolution and Impact
MUS1420	Music Studio I: Concept to Creation
Humanities Course:	
ENG2xxx or 3xxx-level	ENG2390, ENG2410, ENG2420, ENG2430, ENG2510, ENG2520, ENG3200, ENG3210, ENG3430, ENG3440, ENG3800
ITL1000	Conversational Italian I
PHI1000	Introduction to Critical Thinking
PHI1200	Introduction to Philosophy
PHI1400	Philosophy through Literature
PHI2010	World Religion
SPA1010	Latin American Popular Culture
SPA1100	Spanish for Health Care Professionals
SPA1201	Elementary Spanish and Culture I
SPA1202	Elementary Spanish and Culture II

- **Developing Professional Readiness**
  Choose as needed

APEX/ACE courses	
AIC1005 (3cr)	Pathways to College Success
AIC1100 (3cr)	Introduction to ACE (ACE students only)
AIC3005 (2cr)	Pathways for Professional Success

- **Electives**
  Choose two courses in two different categories:

Science without laboratory
Self Context
US Context
Global Context
Interdisciplinary
Arts
Humanities

School of Business, Arts and Sciences

Susanne T. Swanker, PhD, Dean

Mission

The School of Business, Arts, and Sciences engages with a diverse student body by offering theoretical and applied educational experiences that empower learners to become community builders, strategic thinkers, and effective communicators.

In support of the College's mission, the School of Business, Arts and Sciences commits itself to offering a multidisciplinary portfolio of courses and programs for by providing integrated academic experiences that engage and educate students in the areas of communication and the arts, social and life sciences, and business to prepare them for an ever-changing world of innovation and creativity. We foster individuals who can think critically and creatively, communicate effectively, understand broad societal relations and heritages, and build strong foundations of diversity, equity, and inclusion across our programs.

Degree Programs

Associate Degrees

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

These degrees are conferred upon students who have satisfactorily completed a minimum of 60 semester hours of academic work and have fulfilled general education and major requirements.

Liberal Arts (AA)

The Associate of Arts is conferred upon students who have satisfactorily completed a minimum of 60 semester hours of academic work. Liberal Arts is the area of concentration. This program is designed to provide students with a solid introduction to the subject matter. It also provides a seamless transition into the Bachelor of Arts degree program. The Liberal Arts (AA) program is only available as a part-time evening option.

Learning Outcomes:

- Articulate concepts from a broad background of information in liberal arts
- Identify, describe, and analyze key concepts of human behavior, social influences and societal issues
- Compare and contrast key concepts in a complex world and identify interdependencies
- Articulate clearly and succinctly one's thoughts to others, both orally and in written form

Major Requirements

ENG 1200 or ENG1201	Introduction to Academic Writing or English Composition I
ENG1202	Analytical Writing
ENGxxxx	Literature
Exploring Scientific World	Four (4) credits from General Education
Science course with Laboratory	Requirements
Understanding Self and Others	Twelve (12) credits from General Education Requirements
Exploring the Arts and Humanities	Twelve (12) credits from General Education Requirements
MIS1300	Business Analytics with Excel
Electives	Twenty-one (21) general electives

Criminal Justice (AS)

The Associate of Science is conferred upon students who have satisfactorily completed a minimum of 60 semester hours of academic work including 21 semester hours in criminal justice. This program is designed to provide students with a solid introduction to the discipline. It also provides a seamless transition into the Bachelor of Science degree program.

Learning Outcomes:

- To describe the steps in the judicial process from initial appearance through final appeal and release back into the community
- To understand the law enforcement, courts, corrections, and community service functions
- To identify and critique the theories of crime causation
- To differentiate criminal law from criminal procedure
- To outline the approaches of crime prevention and problem-oriented policing
- To explain the constitutional rights of citizens
- To read, evaluate, and apply landmark U.S. Supreme Court cases to hypothetical and real-life situations
- To demonstrate professional and ethical behavior in classroom demeanor and coursework

Major Requirements

CRJ1400	Introduction to Criminal Justice
CRJ2224	Corrections
CRJ2322	Law Enforcement and Policing
CRJ2350	Criminal Justice Research
CRJ2900	Criminal Justice Experience
CRJ3441	Criminal Law
CRJ3844	Ethics in Criminal Justice

Bachelor Degrees

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

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

Bachelor of Arts Majors

Arts and Entertainment Management
Graphic Arts and Design
International Studies
Liberal Studies
Public Relations and Social Media Administration
Sociology

Bachelor of Science Majors

Applied Laboratory Science
Athletic Administration and Leadership
Biology
Computer Science
Criminal Justice*
Cybersecurity*
Digital Media Production
Human Services*
Information Technology
Interdisciplinary Science
Psychology*

Bachelor of Science in Business Administration Majors

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

*Also available as an online Degree Completion program

Minors

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

Accounting
African American Studies
Athletic Administration and Leadership
Biology
Computer Science
Criminal Justice
Digital Media Production
English
Fashion Design and Merchandising
General Business (for non-business majors only)
Healthcare Management
Human Services
International Business
Management
Music Technology and Production
Political Science
Public Relations and Social Media Administration
Spanish
Advocacy for Social Change
Arts and Entertainment Management
Biochemistry
Chemistry
Creative Writing
Cybersecurity
Economics and Finance
Entrepreneurship
Fraud and Financial Crimes
Graphic Arts and Design
History
Information Technology
International Studies
Marketing
Photography
Psychology
Sociology
Sports and Recreation Management

Pre-Professional Studies

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

Bachelor of Arts Degree Majors and Minors

Arts and Entertainment Management (BA)

The major in Arts and Entertainment Management prepares students to manage and lead the business operations of arts and entertainment organizations. The goal of the program is to prepare students to meet the challenge of offering artistic venues that highlight and present arts programming while ensuring fiscal and organizational success. Students will learn to engage varied tactics and skills to meet the needs of artists, donors, and patrons. AIC graduates with an Arts and Entertainment Management major will possess the ability to blend business/management skills with a passion-based artistic prowess. Students will take four practicum courses that will prepare offer them hands-on experiences in preparation for working with rental clients and artists. Students will learn how to interpret legal contract language, develop fundraising and marketing initiatives, manage scheduling software, support actual internal and external events in the Cultural Arts Center at AIC. Graduates can enjoy lucrative careers in Performing and Fine Arts Management and Administration, Entertainment Management, and broad entertainment public relations and etc. Students in this major are required to take a minor.

Learning Outcomes

- Work effectively to plan and execute arts and entertainment events.
- Sustainably build community and culture
- Fundraise for the arts and entertainment field
- Market events effectively across platforms
- Creatively manage and lead non-profit arts and entertainment organizations.
- Effectively communicate

Major Requirements

AEM1200	Arts & Entertainment Management: Blending Business with Artistic Prowess
MGT1400	Principles of Management
AEM1500	Developing and Recruiting Talent
AEM1601	Pre-Field Experience
MGT2400	Organizational Behavior
AEM2450	Community Development
AEM2500	Field Experience I
SRM2600	Event and Facility Management
AEM3400	Nonprofit Governance
AEM3550	Arts and Entertainment Marketing
MGT3661	Project Management
AEM3880	Field Work Experience II
AEM4200	Cultural Equity in Creative Leadership
AEM4400	Fundraising and Development
AEM4600	Field Work Experience III
AEM4899	Arts & Entertainment Management Internship

Minor Requirements

AEM1200	Arts & Entertainment Management: Blending Business with Artistic Prowess
MGT1400	Principles of Management
AEM1601	Pre-Field Experience
AEM2450	Community Development
AEM2500	Field Work Experience I
AEM3550	Arts and Entertainment Marketing
AEM4200	Cultural Equity in Creative Leadership

Graphic Arts and Design (BA)

The major in Graphic Arts and Design offers students job training in Graphic Design with a foundation of studio art and marketing. Students in this major will be able to develop exciting graphic artwork that they can market, sell, and link to broad artistic principles. Graduates will be able to work professionally in education, healthcare, public and private settings. Students in this major are required to take a minor.

Learning Outcomes

- conceptualize and create graphics for print and digital arenas
- take high quality digital photos
- effectively market and advertise their work
- design web sites
- understand and engage various production techniques
- communicate effectively

Major Requirements

GAD1200	Studio Art for the Graphic Artist
GAD1212	Graphic Design I: Typography and Web Design
COM1410	Digital Photography I
MKT1450	Principles of Marketing
COM2411	Digital Photography II
GAD2412	Graphic Design II: Production Techniques with Lab
GAD2540	Digital Press Production
GAD2740	3D, Screen and Vinyl Printing
GAD3412	Graphic Design III: Advanced Typography and Layout Design with Lab
COM3462	Digital Photography III
MKT3500	Advertising
GAD3880	Packaging Design and Publishing
GAD4412	Graphic Design IV: Color Management and Reproduction with Lab
GAD4580	Digital Illustration
GAD4899	Internship

Minor Requirements

GAD1200	Studio Art for the Graphic Artist
GAD1212	Graphic Design I: Typography and Web Design
COM1410	Digital Photography I
GAD2412	Graphic Design II: Production Techniques with Lab
MKT3500	Advertising
GAD3880	Packaging Design and Publishing

International Studies (BA)

The International Studies major equips students to become global citizens, fostering a deep understanding of worldwide dynamics. By blending strong foundations in political science with economics and cultural studies, this program offers a holistic perspective on global issues. Emphasizing interdisciplinary learning, students have the flexibility to delve into various fields of knowledge. Through research and internships, they acquire practical skills to translate theoretical insights into tangible solutions in real-world contexts.

Learning Outcomes

- Students will demonstrate comprehension of the key aspects of economic, political, and cultural globalization, drawing connections between social issues and their global contexts.
- Students will be able to identify historic and contemporary interconnected global trends, patterns, and processes, and how they relate to specific regions or issues.
- Students will demonstrate communication and critical thinking skills in discussing complex transnational challenges in diverse settings.
- Students will be able to apply knowledge and skills to understand global challenges, engage with diverse perspectives, and collaboratively address pressing issues on a global scale.

Major Requirements

POL1500	Comparative Politics
HST1430	World History II (since 1400)
ECO1010	World Economic Geography
POL2410	International Relations
ECO1401	Macroeconomics
HST2631	Introduction to Historical Research and Writing
SOC2650	Sociology of Globalization

Choose one of the following courses:

IBS1420	Diverse Cultures of the World
INT2100	Power, Identity, and Privilege
PHI2010	World Religion

Choose one of the following courses:

INS4800	International Studies Seminar
INS4899	International Studies Internship

Twelve credits of a foreign language

Selection of a specialization consisting of four courses in one of the following areas:

International Security (choose 4 courses)

CRJ1400	Introduction to Criminal Justice
CRJ3331	Terrorism
CRJ3641	Comparative Criminal Justice Systems
CYS1000	Introduction to Cybersecurity
CYS2000	Cybercrime and Governance
CYS4200	The Future of Cybersecurity

International Economy (choose 4 courses)

IBS1400	Introduction to International Business
IBS3400	International Economics
IBS3410	International Marketing
IBS3820	Global Supply Chain Management and International Negotiation
IBS4430	International Organization and Administration
POL3412	Contemporary Problems in International Relations

Global Health and Environment (choose 4 courses)

PCH1030	Introduction to Public Health
PCH2030	Global Health
PCH3250	Environmental Health
PCH3630	Community Health Promotion
BIO1130	Environmental Biology
SOC3440	Sociology of Health and Illness

Minor Requirements

Choose five courses from the following:

POL1500	Comparative Politics
HST1430	World History II (since 1400)
ECO1010	World Economic Geography
POL2410	International Relations
ECO1401	Macroeconomics
HST2631	Introduction to Historical Research and Writing
SOC2650	Sociology of Globalization

Choose one from the following courses:

IBS1420	Diverse Cultures of the World
INT2100	Power, Identity, and Privilege
PHI2010	World Religion

Liberal Studies (BA)

The Liberal Studies program cultivates foundational skills and knowledge to provide students with a broad and diverse perspective through creative problem solving, media literacy, and a holistic understanding of society. The Liberal Studies program enables students to create a major that is both individualized and interdisciplinary, broadening their appeal to employers in a variety of careers. A set of core courses ensures media literacy, effective writing skills, and an understanding of historical and sociological perspectives. Students will work with a faculty advisor to identify two areas of concentration, allowing for focused exploration of topics aligned with their interests and applicable to their professional growth. The program culminates with the opportunity to complete a professional internship or research experience, demonstrating practical application of acquired knowledge.

Learning Outcomes:

- Students will demonstrate effective writing skills and distinguish between various uses of language.
- Students will demonstrate critical thinking as a tool for problem solving.
- Students will develop an awareness of how values and perspectives shift in the society
- Students will formulate research questions and understand various research methods

Major Requirements

COM1281	Media Literacy
ENG2213	Public Speaking
SOC2420	Sociology of American Institutions
ENG4700	Senior Writing Capstone

Choose one of the following courses:

HST3100	Coming to America: Immigration and Ethnicity in American History
ENG3200	Topics in Literature

Choose one of the following courses:

XXX4899	*Any internship course*
XXX48xx	Any research experience

Liberal Studies majors must choose two Concentration Areas approved by the Dean of Business, Arts and Sciences.

Concentration Area 1: 12 credits of 2000, 3000, 4000 level courses in content area
Concentration Area 2: 18 credits of 2000, 3000, 4000 level courses in content area

Public Relations and Social Media Administration (BA)

The major in Public Relations and Social Media Administration is designed to develop students' theoretical and practical skills related to this technologically evolving field. This major offers a strong Communications core linked with a series of PR training and development courses that range from introductory to advanced preparation for PR professionals. Career options include, journalism, digital communication, social media management, marketing, PR, and political campaign/executive relations, athletic communications and so much more. Students in this major are required to take a minor.

Learning Outcomes

- Write effectively as a PR professional
- Market the event or institution they represent through targeted PR
- Access and engage social media as a tool for connection and community building
- Ethically write and prepare PR material
- Communicate effectively
- Integrate media platforms

Major Requirements

COM1403	Public Relations I
COM1282	Media Literacy
COM1410	Digital Photography I
COM2403	Public Relations II
MKT2710	Integrated Marketing Communications
COM2630	Writing for Media
COM3240	Media Law and Ethics
COM3403	Public Relations III: Crisis and Communication Management
COM3450	Feature and Opinion Writing
MKT3620	Social Media Marketing
MKT3725	Digital Marketing
COM4201	Public Relations Practicum: Internship Preparation
COM4403	Public Relations IV: Campaign and Executive Reporting
COM4899	Internship

Minor Requirements

COM1403	Public Relations I
COM1281	Media Literacy
COM2403	Public Relations II
COM2630	Writing for Media
COM3240	Media Law and Ethics
MKT3620	Social Media Marketing

Sociology (BA)

Sociology is the study of society and social relationships. Sociology is a social science field of study that analyzes and explains important matters in our personal lives, our communities, and the world. A major and a minor in sociology is offered as preparation for graduate studies or for careers in applied sociology, public policy, business, social work, law, and teaching, among others. Course offerings include sociological foundations, as well as cultural anthropology and social work.

Learning Outcomes

- Students will explain the role of theory in sociology
    - Define theory and describe its role in building sociological knowledge
    - Compare and contrast theoretical orientations
    - Explain how theories reflect the historical context of times and cultures in which they were developed
    - Apply theories or theoretical orientations in at least one area of social reality
- Students will explain the role of evidence and qualitative/quantitative research methods
    - Identify basic methodological approaches and describe the general role of methods in building sociological knowledge
    - Compare and contrast the basic methodological approaches for gathering data;
    - Design a research study in an area of choice and explain why various decisions were made
    - Evaluates a published research report and explain how the study could have been improved
- Students will explain the role of social structure in society
    - Identify how institutions interlink in their effects on each other and on individuals
    - Summarize how social change factors affect social structures and individuals
    - Explain how social structures vary across time and place and the effect of such variations
    - Evaluate specific policy implications using reasoning about social structural effects
- Students will explain the role of internal diversity and inequality in American society
    - Describe social variations by race, class, gender and age in our society
    - Explain the processes through which prejudice and discrimination are created and perpetuated in society
    - Summarize the social factors that create and perpetuate inequality
    - Evaluate the impact of social inequality on social structures and on differences of individuals

Major Requirements

Students who major in sociology are required to take 12 courses (36 credits) in the field.

SOC1100 Introduction to Sociology

SOC1400 Social Problems
SOC2631 Sociological Research Methods*
SOC2800 Sociological Theory
SOC4896 Senior Capstone*****
SOC4899 Internship in Sociology**

Choose 6 elective courses in Sociology:
SOC2400 Crime and Deviance***
SOC2410 Deviance and Social Control***
SOC2420 Sociology of Institutions
SOC2430 Sociology of Family
SOC2600 Class, Status and Power
SOC2621 Sociology of Aging
SOC2643 Sociology of Work
SOC2650 Sociology of Globalization
SOC3243 Race and Racism
SOC3280 Sociology of Popular Culture
SOC3430 Sociology of Religion
SOC3440 Sociology of Health****
SOC3630 Gender in Society
SOC3825 Special Topics in Sociology

*May substitute SOC2631 with PSY3615,CRJ2350,or PCH4100 Research Methods

**May substitute SOC4899 with CRJ4979,PSY4899,PCH3066 if a double major in Criminal Justice, Psychology or Public Health

***May substitute SOC2400 or SOC2410 with CRJ3842 Criminology

****May substitute SOC3440 with PCH3200 Disparities in Health

*****May substitute for a sociology elective course if not offered

Minor Requirements

SOC1100 Introduction to Sociology
SOC1400 Social Problems
SOC2800 Sociological Theory
Plus three additional upper-level sociology courses

Bachelor of Science Degree Programs and Minors

Applied Laboratory Science (BS)

The Bachelor of Science in Applied Laboratory Science is an undergraduate program that provides technical and theoretical training to prepare graduates for employment as entry-level technicians in a variety of modern laboratory settings, including academic, medical, or industrial. The program includes a broad-based overview of workforce options and emphasizes development of laboratory skills and safety, instrument and scientific techniques proficiency, critical thinking, and troubleshooting of experimental procedures and outcomes. According to the US Bureau of Labor Statistics Occupational Outlook Handbook, the job outlook for bachelor-degree prepared technicians for 2022-2032 is faster than average: biological technicians, 5%; forensic technicians, 13%; and chemical technicians, 3%.

Learning Outcomes

Upon completion of this program, a student will be able to:

- Perform a variety of laboratory techniques to safely conduct experiments and procedures
- Apply fundamental principles of biology and chemistry to solve problems, interpret data, and explain outcomes
- Develop and utilize effective computer, written, and oral communication skills in a scientific setting
- Use analytical and critical thinking to troubleshoot experimental protocols

Major Requirements

BIO1400/1401	Biology I, with laboratory
BIO2345/2346	Genetics, with laboratory
BIO2430/2431	Microbiology, with laboratory
BIO3410/3411	Immunology, with laboratory
BIO4030/4031	Molecular Biology, with laboratory
CHE1600/1601	General Chemistry I, with laboratory
CHE1700/1701	General Chemistry II, with laboratory
CHE2400/2401	Organic Chemistry I, with laboratory
CHE2500/2501	Organic Chemistry II, with laboratory
CHE2600/2601	Analytical Chemistry, with laboratory
CHE4050/4051	Instrumental Analysis, with laboratory
MAT1840	College Algebra and Trigonometry
MAT2004	Biostatistics
BIO4899	Internship

Choose two of the following courses:

BIO2410/2411	Animal Histology, with laboratory
BIO2440/2441	Ecology, with laboratory
BIO3400/3401	Cell Biology, with laboratory
BIO3460/3461	Environmental Microbiology, with laboratory
BIO3470/3471	Virulence in Microbial Pathogens, with laboratory
CHE3200/3201	Introduction to Biochemistry, with laboratory

CHE3650/3651	Spectroscopy of Organic Compounds/Advanced Organic Laboratory Techniques
PHY1600/1601	General Physics I, with laboratory
PHY1800/1801	General Physics II, with laboratory

Athletic Administration and Leadership (BS)

This is a 42-credit interdisciplinary program that prepares graduates for careers in athletic, leisure, and sports organizations or advanced study in sports administration. Students will learn about the governance organizations; develop essential administrative skills such as budgeting, scheduling, negotiation, and marketing; examine ethical, moral, and legal issues including those of equity and inclusion; develop professional communication skills and strategies; and gain foundational knowledge on coaching and mentoring others. Additionally, students will complete courses taught by athletic coaches and leaders that focus on the application of the theories and principles of prior coursework through case studies, personal experiences throughout their own careers, and group discussions. Finally, students gain practical, hands-on experience by completing two field-based experiences: a practicum completed with an appropriate AIC department and an internship with an off-campus organization.

Learning Outcomes

- Students will understand athletic governance and be able to navigate through their respective organizational structures and regulations.
- Students will develop athletic administration skills such as negotiation, budgeting, and marketing.
- Students will recognize and promote to advocate for all dimensions of diversity, equity, inclusion, and access in sports.
- Students will understand the principles of mentoring athletes and develop the foundational skillset needed to help others achieve their goals.
- Students will develop and apply professional communication skills and strategies.

Major Requirements

AAL1200 Health and Wellness for Athletes
AAL1400 Athletic Administration I
AAL2400 Athletic Administration II
AAL2800 Principles of Successful Coaching and Mentorship
AAL3200 Sports Advocacy, Accessibility and Equity
AAL4898 Practicum
AAL4899 Internship
COM1282 Media Literacy
SRM1600 Introduction to Sport Industry
SRM2850 Public Relation and Sport Media

Choose three of the following 2-credit courses:

AAL1600 Team and Roster Management
AAL1610 Scheduling Logistics
AAL2600 Recruiting the College Athlete
AAL2610 Developing Relationships with External Stakeholders
AAL2620 Managing the Budget
AAL2630 Governance and Compliance

Choose 2 of the following courses (6 credits minimum):

COM1400 Introduction to Broadcasting

COM3410	Sports Writing
ENG2213	Public Speaking
EXS1000	Introduction to Exercise Science
PSY2408	Adolescent Psychology
SRM3203	Sports Psychology
SRM3211	Legal Issues in Sports and Recreation Management

Minor Requirements

AAL1200	Health and Wellness for Athletes
AAL1400	Athletic Administration I
AAL2400	Athletic Administration II
AAL2800	Principles of Successful Coaching and Mentorship
AAL3200	Sports Advocacy, Accessibility, and Equity
SRM1600	Introduction to Sports Industry

Biology (BS)

Biology majors may focus their studies on one of the following areas: cell and molecular biology, ecology/environmental science, bio-medical (for pre-professional students), zoology, bio-education (for students interested in middle and secondary education), or general biology (a personalized program for students with unique interests).

Biology majors have pursued careers in such fields as teaching, wildlife conservation, environmental management, environmental consulting, biotechnology industry, research laboratories, laboratory management, environmental education, forensics, public health, allied health fields, museum/aquarium work and graduate school, as well as medicine, dentistry, podiatry, veterinary medicine, and optometry.

Learning Outcomes

- Students will demonstrate familiarity with the knowledge base comprising the field of biology
- Students will become familiar with the process of scientific inquiry
- Students will be able to effectively communicate scientific findings

Major Requirements

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

BIO1400 Biology I, with laboratory
BIO1500 Biology II, with laboratory
BIO4803 Senior Seminar in Biology

and two of the following courses:

BIO1200 Human Anatomy and Physiology I, with laboratory
BIO2345 Genetics, with laboratory
BIO2430 Microbiology, with laboratory
BIO2440 Ecology, with laboratory

All biology majors must choose three of the following courses:

BIO1210 Human Anatomy and Physiology II, with laboratory
BIO3240 Comparative Vertebrate Anatomy, with laboratory
BIO3300 Pathophysiology
BIO3400 Cell Biology, with laboratory
BIO3420 Comparative Embryology, with laboratory
BIO3800 Special Topics
BIO4030 Molecular Biology, with laboratory
BIO4200 Wildlife Biology and Conservation, with laboratory
CHE3200 Introduction to Biochemistry

All biology majors must choose one of the following courses:

BIO4833 Research Problems
BIO4899 Biology Internship

All biology majors must also complete the required core in allied fields:

CHE1600 General Chemistry I, with laboratory

CHE1700	General Chemistry II, with laboratory
CHE2400	Organic Chemistry I, with laboratory
CHE2500	Organic Chemistry II, with laboratory
PHY1600	General Physics I, with laboratory
PHY1800	General Physics II, with laboratory
MAT2004	Biostatistics
MAT1840	College Algebra and Trigonometry
MAT2400	Calculus I

Minor Requirements

BIO1400	Biology I, with laboratory
BIO1500	Biology II, with laboratory
BIO2430	Microbiology, with laboratory
BIO2440	Ecology, with laboratory
BIO3240	Comparative Vertebrate Anatomy, with laboratory
BIO3xxx	3000-level Biology elective with laboratory, as required

Computer Science (BS)

The Computer Science program is designed to meet the growing demand for skilled software developers, who are among the highest paid professionals in the modern workforce, according to the US Bureau of Labor Statistics (BLS). The BLS also projects a rapid 17% growth in software developer jobs from 2023 to 2033. The program includes a mandatory internship requirement, providing students with valuable hands-on experience and industry connections that enhance their career readiness and employability. Graduates of this program can pursue diverse career paths, including software development, data science, cybersecurity, artificial intelligence, and more, ensuring they are well-equipped to thrive in the dynamic tech industry.

Learning Outcomes

- Students will be able to write clear, well-commented code that considers scalability, usability and computational efficiency in common programming languages.
- Students will be able to scope and implement functional programs to solve a range of problems.
- Students will be able to define front-end development and create usable applications leveraging modern front-end frameworks.
- Students will be able to define back-end development and build and use relational databases using modern back-end frameworks.
- Students will be able to design and follow product lifecycle best practices to ensure that they build products that meet clear needs and constraints.
- Students will be able to clearly articulate the value and implications of a development project to manage product stakeholders.

Major Requirements

CMP1100	Introduction to Computer Science
CMP1500	Web Development
CMP2000	Career Navigation and Exploration in Computer Science
CMP2100	Data Structures
CMP2500	Algorithms
CMP2600	Modern Technologies
CMP3200	Computer Systems
CMP3300	Application Development I: Backend
CMP3600	Software Development
CMP4100	Application Development II: Frontend
CMP4600	Capstone Project
CMP4899	Internship
CYS1250	Programming for Everyone I
CYS2250	Programming for Everyone II
MAT1250	Finite Mathematics I
MAT1430	Foundations of Statistics

Minor Requirements

CMP1100	Introduction to Computer Science

Choose 5 of the following courses:

CMP1500	Web Development
CMP2100	Data Structures
CMP2500	Algorithms
CMP2600	Modern Technologies
CMP3200	Computer Systems
CMP3300	Application Development I: Backend
CMP3600	Software Development
CMP4100	Application Development II: Frontend

Criminal Justice (BS)

The major in criminal justice is designed to provide students with a solid understanding of the intricacy and utility of the American criminal justice system. Strong emphasis is placed on examining the components of law enforcement, court system, and corrections as part of the wider sociopolitical system that exercises social control, as well as providing a wide range of human services. It is the intent of the major to provide to the system graduates who possess the potential for leadership and positive change.

Learning Outcomes

- **Analyze** ethical dilemmas in criminal justice, making informed decisions based on legal standards and moral considerations.
- **Apply** criminal justice theories to real-world scenarios, such as analyzing case studies or developing crime prevention strategies effectively in written and oral form.
- **Explain** the principles of criminal justice systems and how they function in different jurisdictions.
- **Identify** key concepts and terminology related to criminal justice, such as types of crimes, legal procedures, and case law.
- **Critically evaluate** the effectiveness of various criminal justice policies in reducing recidivism, demonstrating an ability to analyze, compare, and propose evidence-based alternatives in law enforcement, corrections, and the courts.
- **Demonstrate** the impact of race, ethnicity, gender, and class, on the criminal justice system

Major Requirements

CRJ1400	Introduction to the Criminal Justice System
CRJ2224	Corrections
CRJ2322	Law Enforcement and Policing
CRJ2350*	Criminal Justice Research
CRJ2455	Constitutional Law
CRJ3441	Criminal Law
CRJ3842**	Criminology
CRJ3844	Ethics in Criminal Justice
CRJ4860	Senior Seminar
CRJ4979***	Criminal Justice Practicum
PSY2302	Statistics

Students must choose two CRJ2xxx level courses from this list:

CRJ2000	Report Writing in Criminal Justice
CRJ2295	Substance Abuse Issues in Criminal Justice
CRJ2421	The Juvenile Justice System
CRJ2426	Probation and Parole
CRJ2434	Administration and Management in Criminal Justice
CRJ2600	Principles of Personal and Physical Security

Students must choose two CRJ3xxx level courses from this list:

CRJ3240	Criminal Procedures

CRJ3331	Terrorism
CRJ3520	Criminal Investigation
CRJ3530	Victimology
CRJ3636	Community Relations and the Criminal Justice System
CRJ3641	Comparative Criminal Justice Systems

**may substitute PSY3615, Experimental Psychology or SOC 2631 Sociological Research Methods.*

*** may substitute SOC2400 Crime and Delinquency or SOC2410 Deviance and Social Control*

****students must enroll for a minimum of 3 credits. This course may be taken in more than one semester for additional credit up to a total of 9 credits.*

Minor Requirements

CRJ1400	Introduction to the Criminal Justice System
CRJ2224	Corrections
CRJ2322	Law Enforcement and Policing
CRJ3842	Criminology

Choose one from the following courses:

CRJ2455	Constitutional Law
CRJ3844	Ethics in Criminal Justice

Plus one CRJ elective

CRJ elective	Choose a CRJ elective selected with the advisor.

Cybersecurity (BS)

The BS in Cybersecurity program will provide students with the knowledge and skills to stay one step ahead of evolving cyber threats. Within this program, students will learn to access modern cybersecurity challenges that threaten our privacy, security, and safety, and gain both the knowledge and hands-on technical skills to protect digital assets from cybercriminals who leverage sophisticated social and cyber tactics to facilitate attacks.

Students who complete this curriculum will be prepared for a career as a cybersecurity professional. Additionally, they will also be well-positioned to obtain a number of certifications that will increase their employability, including a Certified Ethical Hacker, Certified Information Systems Security Professional, and Certified Forensic Examiner.

Learning Outcomes

- The student will display critical thinking and problem skills in relation to a wide range of Cybersecurity challenges.
- The student will be able to analyze and investigate cyber-attacks and their aftermath.
- The student will be able to communicate cybersecurity technical concepts to both technical and non-technical stakeholders effectively.
- The student will know strategies to adapt to emerging threats within their field.
- The student will develop computer programming skills to create programs and perform basic data analysis.

Major Requirements

CYS1000	Introduction to Cybersecurity
CYS1100	Introduction to Information Technology Systems
CYS1250	Programming for Everyone I
CYS1400	Career Navigation and Exploration in Cybersecurity
CYS2000	Cybercrime and Governance
CYS2125	Network and System Security
CYS2250	Programming for Everyone II
CYS2400	Networking Technologies and Telecommunications
CYS2800	Information Security and Data Production
CYS3000	Security Operations
CYS3100	Google Cloud Computing Foundations
CYS4200	The Future of Cybersecurity
CYS4600	Cybersecurity Capstone
CYS4800	Ethical Hacking
CYS4899	Internship in Cybersecurity
MGT1400	Principles of Management
MGT2400	Organizational Behavior
MGT3201	Business and Society
MGT3661	Project Management
PHI1000	Introduction to Critical Thinking
PSY1200	Introduction to Psychology

Choose one of the following courses:

CRJ2000	Communications in Criminal Justice
ENG2280	Professional and Technical Writing

Minor Requirements

CYS1000	Introduction to Cybersecurity
CYS1250	Programming for Everyone I
CYS2000	Cybercrime and Governance
CYS3000	Cyber Forensics
CYS4800	Ethical Hacking

Digital Media Production (BS)

The major in Digital Media Production prepares students to become the Digital Production technicians of tomorrow. This program takes twenty-first century approaches to media production by offering students the opportunity to work with up-to-date industry tools. A supreme focus of the program is job placement and training in the media/broadcasting field. Graduates of this program can work for news and professional media outlets, radio stations, and throughout the film and TV industry. Four required lab courses offer student hands on career training in four levels, Introduction, Intermediate, Advanced and Capstone. A professional internship is required for the major and students will develop and build a portfolio of their work to assist in their job search. Students in this major are required to take a minor.

Learning Outcomes

- Recognize various methods by which digital media can be created
- Mentor rising digital media professionals
- Integrate digital tools to meet twenty-first century career expectations
- Curate podcasts that tell important stories
- Write effectively as a digital media professional
- Ethically produce and curate digital media content
- Communicate appropriately in a production environment

Major Requirements

COM1213 Digital Media Production I
COM1282 Media Literacy
COM1410 Digital Photography
COM2413 Digital Media Production II
COM2630 Writing for Media
COM2701 Audio Production & Podcast Storytelling
COM3240 Media Law and Ethics
COM3413 Digital Media Production III
COM3830 Digital Media Applications
COM3901 Digital Media Production Practicum
COM4413 Digital Media Production IV
COM4899 Internship

Minor Requirements

COM1213 Digital Media Production I
COM1282 Media Literacy
COM1410 Digital Photography
COM2413 Digital Media Production II
COM2630 Writing for Media
COM2701 Audio Production and Podcast Storytelling

Human Services (BS)

The Human Services program is designed to provide essential coursework and training for roles in human services, social work, or counseling. This four-year degree prepares students for entry-level positions and lays the foundation for advanced roles through master's degrees and necessary certifications. The curriculum includes courses needed for the addiction counseling certificate, qualifying students to take the licensure exam in Massachusetts as an alcohol and drug counselor (LADC). Human service professionals play a crucial role in assisting individuals and families to meet basic needs, improve well-being, and enhance community quality of life through health programs. Graduates can find employment in diverse settings, including mental health facilities, children's service agencies, substance abuse treatment facilities, domestic abuse shelters, victim services programs, and social service agencies, making this degree a valuable asset for those committed to making a positive impact in society.

Learning Outcomes

- Understand the core principles, history, and methods of Human Services, including the roles and functions of social work and behavioral sciences in addressing societal needs.
- Develop skills in assessing and addressing the needs of individuals, families, and communities, utilizing case management and social work principles.
- Apply ethical principles and demonstrate cultural sensitivity in professional practice, ensuring inclusive and equitable service delivery.
- Utilize sociological research methods to evaluate the effectiveness of human services programs and interventions, contributing to evidence-based practice.
- Gain specialized knowledge in addiction counseling, substance use disorders, and nonprofit governance to effectively manage and support human services organizations.

Major Requirements

AEM3400 Nonprofit Governance
PSY1200 Introduction to Psychology
PSY2450 Developmental Psychology
PSY3600 Abnormal Psychology
SOC1100 Introduction to Sociology
SOC2631 Sociological Research Methods
SWK2010* Addiction and Substance Use Disorders
SWK3510 Law and Ethics in Human Services
SOC4500* Capstone: Implementing Human Services Solutions

Choose one course from the following:
SWK2000* Introduction to Behavior Science for Human Services
SWK2401 Introduction to Social Work

Choose one course from the following:
SWK3300* Principles of Case Management
SWK3201 Social Case Work

Choose one course from the following:
SOC4000* Practicum I (4 cr)
SWK4899 Internship in Social Work

Choose 4 courses from the following (12 credits):
INT2450 Health Psychology
or
SOC3440 Sociology of Health and Illness
SOC2600 Class, Status and Power
or
INT2100 Power, Identity and Privilege
SOC3630 Gender in Society
or
PSY2414 Psych of Human Sexuality
SWK2020* Psychopharmacology for Counselors
SWK2030* Drugs and Society
SWK3010* Individual Addiction Counseling
SWK3020* Group Addiction Counseling

Note: Course marked with an asterisk (*) are required for those seeking licensure as an alcohol and drug addition counselor in Massachusetts. Completion of these courses, in addition to SWK4010, Practicum II, qualify the individual to take the licensure exam administered by state.

Addiction Counseling courses (9 courses, 29 credits): SWK2000, SWK2010, SWK2020, SWK2030, SWK3010, SWK3020, SWK3300, SWK4000, SWK4010

Minor Requirements

AEM3400 Nonprofit Governance
SWK2000* Introduction to Behavior Science for Human Services
or
SWK2401 Introduction to Social Work
SWK2010* Addiction and Substance Use Disorders
SWK3300* Principles of Case Management
or
SWK3201 Social Case Work
SWK3510 Law and Ethics in Human Services

Choose one course from the following:
PSY3600 Abnormal Psychology
SWK2020* Psychopharmacology for Counselors
SWK2030* Drugs and Society
SWK3010* Individual Addiction Counseling
SWK3020* Group Addiction Counseling

Information Technology (BS)

The Information Technology (IT) program is designed to meet the high demand for IT specialists in today's interconnected corporate environment. According to the Bureau of Labor Statistics, Computer and Information Systems Managers have a projected growth rate of 17% from 2023 to 2033. This program covers essential technical skills, including web development, database management, operating systems, programming, technical writing, and hardware deployment, with a focus on cloud computing and information security—areas identified as having significant skills gaps. To enhance career readiness, students will be prepared for the CompTIA A+ and Network+ certification exams by the end of their sophomore and junior years, respectively, making them strong candidates for internships and various IT roles upon graduation.

Learning Outcomes

- Develop the ability to critically analyze and solve a wide range of IT challenges, including troubleshooting organizational and individual IT problems.
- Gain proficiency in interacting with and managing technological systems within an organization, including deploying, configuring, securing, and managing both physical and cloud-based networks.
- Enhance skills in communicating technical concepts clearly and effectively to both technical and non-technical stakeholders, ensuring successful collaboration and understanding.
- Prepare to adapt to the evolving landscape of Information Technology by staying current with emerging technologies and practices, including deploying fundamental security best practices and managing cloud resources.
- Successfully prepare for and sit for industry-recognized certifications such as CompTIA A+ and CompTIA Network+, demonstrating a comprehensive understanding of the concepts tested.
- Demonstrate proficiency in using PostgreSQL for database management, ensuring effective data handling and storage solutions.

Major Requirements

CMP1500	Web Development
CYS1000	Introduction to Cybersecurity
CYS1250	Programming for Everyone I
CYS2250	Programming for Everyone II
CYS3100	Google Cloud Computing Formations
ITM1100	Introduction to Information Technology Systems
ITM2600	Networking Technologies and Telecommunications
ITM2700	PostgreSQL
ITM3100	Operating Systems and Architecture
ITM4200	Information Security and Data Protection
ITM4500	Information Technology Capstone
ITM4899	Internship
MAT1430	Foundations of Statistics
MGT1400	Principles of Management
or	

PSY1200 Introduction to Psychology
MGT2400 Organizational Behavior
MGT3661 Project Management

Minor Requirements

ITM1100 Introduction to Information Technology Systems

Choose 5 of the following courses:

CYS2250 Programming for Everyone II
CYS3100 Google Cloud Computing Formations
ITM2600 Networking Technologies and Telecomunications
ITM2700 PostgreSQL
ITM3100 Operating Systems and Architecture
ITM4200 Information Security and Data Protection
MGT3661 Project Management

Interdisciplinary Science (BS)

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

Learning Outcomes

- Students will demonstrate familiarity with the knowledge base comprising their chosen field of science
- Students will be able to effectively communicate scientific findings
- Students will demonstrate familiarity with research skills used in scientific investigation

Major Requirements

BIO1400 Biology I, with laboratory
BIO1500 Biology II, with laboratory
CHE1600 General Chemistry I, with laboratory
CHE1700 General Chemistry II, with laboratory
CHE2400 Organic Chemistry I, with laboratory
CHE2500 Organic Chemistry II, with laboratory
PHY1600 General Physics I, with laboratory
PHY1800 General Physics II, with laboratory
MAT2004 Biostatistics

Choose one from the following courses:
BIO1300 Principles of Microbiology, with laboratory
BIO2430 Microbiology, with laboratory

And one from the following courses:
BIO2410 Animal Histology, with laboratory
BIO2440 Ecology, with laboratory
BIO3240 Comparative Vertebrate Anatomy, with laboratory

Plus one from the following courses:
BIO4803 Senior Seminar in Biology
CHE4840 Senior Seminar in Chemistry

All interdisciplinary science majors must complete one of the following courses:
BIO4833 Research Problems
BIO4899 Biology Internship

Additionally, all interdisciplinary science majors must complete two of the following:
MAT1840 College Algebra and Trigonometry
MAT2400 Calculus I
MAT2500 Calculus II, with laboratory

Plus a minimum of 12 credit hours in courses from the following: BIO1200, BIO1210, any 2000 or higher level in biology, chemistry, or mathematics, with the exception of courses specified by each department.

Psychology (BS)

Psychology majors are well-educated in the liberal arts tradition, exhibit enthusiasm for learning, and are responsive to community needs. Students develop an awareness of ways of viewing, analyzing, measuring, and changing human behavior. Within this context, students learn to design, analyze, and interpret research; sharpen oral and written communication skills; think critically; solve problems; and enhance interpersonal skills. These skills help prepare the Psychology major for careers in human services, teaching, business, and personnel. The Psychology major also provides preparation for successful pursuit of graduate studies leading to careers in professional psychology.

Learning Outcomes

- Students will demonstrate fundamental knowledge and comprehension of the major concepts within psychology.
- Students will demonstrate scientific reasoning and problem solving, including effective research methods.
- Students will demonstrate ethically and socially responsible behaviors for professional and personal settings.
- Students will demonstrate competence in writing and in oral and interpersonal communication skills.
- Students will apply psychological content and skills to career goals.

Major Requirements

PHIxxx	Any Philosophy course (may also meet a General Education requirement)
PSY1200	Introduction to Psychology
PSY2302	Statistics
PSY2600	Foundations in Psychology
PSY2617	Cognitive Psychology
PSY2820	Advanced Statistics
PSY3422	Physiological Psychology
PSY3615	Experimental Psychology
PSY4865	Senior Seminar in Psychology
PSY4899*	Psychology Practicum

Plus three additional psychology courses (nine credits) selected with the advisor

* A practicum completed in another department, which has an acceptable psychological component, may be used to fulfill this requirement. Students completing a double major only need to complete one Practicum experience.

Minor Requirements

To minor in Psychology, a student must complete 18 credits of psychology. PSY2302 Statistics will not count towards the minor.

A student must take PSY1200 Introduction to Psychology, one course from each of the following three areas, and two additional courses, chosen in consultation with the advisor.

Applied

PSY2414	Human Sexuality
PSY2620	Educational Psychology

PSY3400	Positive Psychology
PSY3600	Abnormal Psychology
PSY3612	Personality
	Theoretical
PSY2617	Cognitive Psychology
PSY2820	Advanced Statistics
PSY3422	Physiological Psychology
PSY3607	Social Psychology
PSY3609	Social Influence
PSY4254	Topics in Psychology
	Developmental
PSY2408	Adolescent Psychology
PSY2410	Psychology of Aging
PSY2420	Psychology of Death and Dying
PSY2450	Developmental Psychology

Bachelor of Science in Business Administration Degrees and Minors

Economics and Finance (BSBA)

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

Learning Outcomes

- Students will be able to apply basic theories and concepts of business.
- Students will be able to apply the global context of finance and economics: financial markets, firm structure and performance measures, money and banking, and the economics of decision making.
- Students will be able to apply the tools of economic and financial analysis to understand the root cause of business problems and formulate workable solutions.
- Students will be able to apply technical skills – spreadsheets, ratio analysis, return on investment, and statistical tools – to evaluate economic and financial information.

Common Professional Component Requirements

ACC1201	Financial Accounting
ACC2210	Managerial Accounting
BUS3000	Business Law
ECO1401	Macroeconomics
ECO1402	Microeconomics
FIN2003	Managerial Finance
MAT1430	Foundations of Statistics
MGT1400	Principles of Management
MIS1300	Business Analytics with Excel
MKT1450	Principles of Marketing
MGT4800	Senior Policy Seminar
BUS4899	Business Internship

Major Requirements

ECO2210	Labor Economics
ECO4200	Economics of Managerial Decisions
FIN3202	Investments
FIN3240	Money and Banking
FIN3800	Advanced Managerial Finance
FIN3840	Public Finance

FINxxx Finance Elective
MAT1260 Finite Mathematics II
MAT2030 Statistical Analysis for Business Decisions
MGT2400 Organizational Behavior

Minor Requirements

ECO1401 Macroeconomics
ECO1402 Microeconomics
FIN2003 Managerial Finance

Choose two from the following courses:

ECO4200 Economics of Managerial Decisions
FIN3202 Investments
FIN3240 Money and Banking
FIN3840 Public Finance

And one from the following courses:

ECO2400 International Economics
ECO3320 Important Economists and Their Contributions
FIN3200 Principles of Insurance
FIN3210 Spreadsheet Applications and Financial Modeling
FIN3800 Advanced Managerial Finance
FIN4010 Commercial Banking

General Business (BSBA)

The General Business major prepares students to be leaders with general management responsibilities. These students develop new skills, adopt a business-wide perspective, and are suited to become effective strategists, organization builders, and leaders beyond a narrow area of expertise. AIC graduates with a General Business major will possess a varied arsenal of business tools with which to compete, thrive, adapt and communicate.

Learning Outcomes

- Students will acquire a comprehensive grasp of the principles and theories spanning diverse business sectors.
- Students will cultivate critical thinking skills necessary for dissecting intricate business problems and applying analytical methodologies to assess and resolve contemporary business challenges.
- Students will refine their communication skills, adeptly articulating concepts, proposals, and recommendations to a wide array of stakeholders through various mediums.
- Students will understand the significance of decisions on organizational success, honing decision-making capabilities through the evaluation of multiple alternatives to determine the optimal course of action.
- Students will be able to identify ethical dilemmas within business contexts, evaluating alternative courses of action from an ethical perspective.

Common Professional Component Requirements

ACC1201	Financial Accounting
ACC2210	Managerial Accounting
BUS3000	Business Law
ECO1401	Macroeconomics
ECO1402	Microeconomics
FIN2003	Managerial Finance
MAT1430	Foundations of Statistics
MGT1400	Principles of Management
MIS1300	Business Analytics with Excel
MKT1450	Principles of Marketing
MGT4800	Senior Policy Seminar
BUS4899	Business Internship

Major Requirements

MGT2400	Organizational Behavior
MGT3661	Project Management

Choose one of the following:

MGT3201	Business and Society
MGT3202	Leadership

Nine credits of 2000-level or higher courses in a *single* business or related field, other than management, chosen from the list below.

Nine credits of 2000-level or higher courses in a *second single* business or related field, other than management, chosen from the list below.

Three credits of 2000-level or higher course in any business field.

Business or related fields:

Arts and Entertainment Management (any AEM course, 2000-level or higher)
Cybersecurity
Economics/Finance
Entrepreneurship (MKT3510, MKT3550, MKT3656)
International Business
Marketing
Sports and Recreation Management

Minor Requirements

(Enrollment in General Business Minor Limited to Non-Business Majors)

ACC1201	Financial Accounting
ACC2210	Managerial Accounting
ECO1402	Microeconomics
FIN2003	Managerial Finance
MGT1400	Principles of Management
MKT1450	Principles of Marketing

International Business (BSBA)

Students are provided with a solid foundation in international business principles and concepts that will prepare them for leadership positions in a dynamic and challenging global world. Students will acquire the professional and personal skills not only to succeed in their international business career but also to think creatively, critically, and ethically. Students will learn the importance of working effectively with team members, and will develop social awareness and individual responsibility to actively participate in society.

Learning Outcomes

- Students will be able to apply the basic concepts and theories of business.
- Students will be able to develop a corporate strategy to take their business international.
- Students will be able to identify the international objectives for a firm.
- Students will be able to analyze the environmental forces to determine the best country to enter.
- Students will be able to select the best business model for entering the appropriate country.
- Students will have the knowledge and skill to operate a firm successfully in a foreign country on a day-to-day basis.

Common Professional Component Requirements

ACC1201	Financial Accounting
ACC2210	Managerial Accounting
BUS3000	Business Law
ECO1401	Macroeconomics
ECO1402	Microeconomics
FIN2003	Managerial Finance
MAT1430	Foundations of Statistics
MGT1400	Principles of Management
MIS1300	Business Analytics with Excel
MKT1450	Principles of Marketing
MGT4800	Senior Policy Seminar
BUS4899	Business Internship

Major Requirements

IBS1400	Introduction to International Business
IBS1420	Diverse Cultures of the World
MGT3213	Human Resource Management
IBS3400	International Economics
IBS3410	International Marketing
IBS3620	Management of Import/Export Business
IBS3820	Global Supply Chain Management and International Negotiations

Choose one of the following courses:

IBS4430	International Organization and Administration
IBS4889	International Business Capstone Course

and one of the following courses:

MGT3201 Business and Society
MGT3202 Leadership

Minor Requirements

IBS1400 Introduction to International Business
IBS1420 Diverse Cultures of the World

Choose four from the following courses:

IBS2650 International Human Resource Management
IBS3400 International Economics
IBS3410 International Marketing
IBS3620 Management of Export/Import Business
IBS3820 Global Supply Chain Management and International Negotiations
IBS4430 International Organization and Administration
IBS4889 International Business Capstone Course

Management (BSBA)

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

Learning Outcomes

- Students will be able to apply the basic concepts and theories of business.
- Students will be able to apply the basic concepts and theories of leadership and motivation.
- Students will be able to apply the basic concepts and theories of professional behavior, social responsibility and ethics.
- Students will be able to apply the basic concepts of human resource management.
- Students will be able to apply basic business tools and software.

Common Professional Component Requirements

ACC1201	Financial Accounting
ACC2210	Managerial Accounting
BUS3000	Business Law
ECO1401	Macroeconomics
ECO1402	Microeconomics
FIN2003	Managerial Finance
MAT1430	Foundations of Statistics
MGT1400	Principles of Management
MIS1300	Business Analytics with Excel
MKT1450	Principles of Marketing
MGT4800	Senior Policy Seminar
BUS4899	Business Internship

Major Requirements

ECO2210	Labor Economics
ECO4200	Economics of Managerial Decisions
IBS3820	Global Supply Chain and International Negotiations
MGT2400	Organizational Behavior
MGT3201	Business and Society
MGT3202	Leadership
MGT3213	Human Resource Management
MGT3661	Project Management

Plus 6 credits of business electives at the 3000 level or higher

Minor Requirements

MGT1400	Principles of Management
MGT2400	Organizational Behavior

Choose three from the following courses:

MGT3200	Labor and Industrial Relations
MGT3201	Business and Society
MKT3510	Entrepreneurship and Opportunity
MGT3213	Human Resource Management
BUS4899	Internship

And one from the following courses:

MGT3202	Leadership
MGT3661	Project Management

Marketing (BSBA)

Students are provided with substantial learning experiences in order to establish a career in marketing. Learning will take place inside and outside the classroom, and also includes a required internship. The student will learn to apply current marketing theory and practice, develop effective communication skills, conduct market analysis, and use appropriate technology. The program's flexibility enables students to focus their studies in areas such as sports marketing, entrepreneurship, international business, marketing research, sales, and marketing communications

Learning Outcomes

- Students will be able to apply the basic concepts and theories of business.
- Students will be able to apply professional skills and qualities appropriate to a work setting.
- Students will be able to apply theories and concepts of marketing management.
- Students will be able to apply theories and concepts of consumer behavior.
- Students will be able to apply theories and concepts of strategic marketing.

Common Professional Component Requirements

ACC1201	Financial Accounting
ACC2210	Managerial Accounting
BUS3000	Business Law
ECO1401	Macroeconomics
ECO1402	Microeconomics
FIN2003	Managerial Finance
MAT1430	Foundations of Statistics
MGT1400	Principles of Management
MIS1300	Business Analytics with Excel
MKT1450	Principles of Marketing
MGT1450	Senior Policy Seminar
BUS4899	Business Internship

Major Requirements

MKT2600	Consumer Behavior
MKT2610	Distribution Strategies
MKT2700	Brand and Price Strategies
MKT2710	Integrated Marketing Communications
MKT4810	Strategic Marketing

Plus 15 credits of any 3000-level or higher marketing course or other electives approved by the marketing department.

Minor Requirements

MKT1450 Principles of Marketing

Choose two from the following courses:

MKT2600	Consumer Behavior
MKT2610	Distribution Strategies
MKT2700	Brand and Price Strategies

MKT2710 Integrated Marketing Communications
MKT4810 Strategic Marketing

Choose three from the following courses:
MKT2600 Consumer Behavior
MKT2610 Distribution Strategies
MKT2700 Brand and Price Strategies
MKT2710 Integrated Marketing Communications
MKT3400 Professional Sales Development
MKT3500 Advertising
MKT3510 Entrepreneurship and Opportunity
MKT3550 Entrepreneurship Management
MKT3600 Marketing Research
MKT3620 Social Media Marketing
MKT4694 Directed Study
MKT4810 Strategic Marketing
BUS4899 Internship
HCM2620 Healthcare Marketing
IBS3410 International Marketing
SRM3210 Sports Marketing

Sports and Recreation Management (BSBA)

This course of study applies management theory and business concepts to the challenges facing organizations dedicated to the sports entertainment and recreation industry. These areas include, but are not limited to, marketing, communication and public relations, legal issues, economics and finance, business operations for sport and recreation organizations. Students also gain on-the-job experience with a sports organization through internships that are arranged with a variety of sport organizations, including public and private facilities, professional sports, intercollegiate athletics, youth and community sport, sport management and marketing agencies, and sporting goods industry.

Learning Outcomes

- Students will be able to apply basic concepts and theories of business as applied to the sports and recreation industry.
- Students will be able to research and present decisions using appropriate business tools and software.
- Students will be able to apply professional skills and qualities appropriate to a work setting.

Common Professional Component Requirements

ACC1201	Financial Accounting
ACC2210	Managerial Accounting
BUS3000	Business Law
ECO1401	Macroeconomics
ECO1402	Microeconomics
FIN2003	Managerial Finance
MAT1430	Foundations of Statistics
MGT1400	Principles of Management
MIS1300	Business Analytics with Excel
MKT1450	Principles of Marketing
MGT4800	Senior Policy Seminar
BUS4899	Business Internship

Major Requirements

MGT3213	Human Resource Management
SRM1600	Introduction to Sport Industry
SRM2600	Event and Facility Management
SRM3210	Sports Marketing
SRM3212	International Aspects of Sports Management
SRM3401	Sports Finance and Economics
SRM4090	Current Issues in Sports Management

Choose three from the following courses:

SRM2801	Sporting Goods Industry
SRM2850	Public Relation and Sport Media
SRM3203	Sports Psychology
SRM3211	Legal Issues in Sports and Recreation Management

Minor Requirements

SRM1600 Introduction to Sport Industry
SRM2600 Event and Facility Management

Choose one of the following courses
MGT1400 Principles of Management
MKT1450 Principles of Marketing

Choose three from the following courses:
MGT3213 Human Resource Management
SRM2801 The Sporting Goods Industry
SRM2850 Public Relation and Sport Media
SRM3203 Sports Psychology
SRM3210 Sports Marketing
SRM3211 Legal Issues in Sports and Recreational Management
SRM3212 International Aspects of Sports Management
SRM3401 Sports Finance and Economics
SRM4090 Current Issues in Sport Management
BUS4899 Business Internship

Additional Minors

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

Accounting (Minor only)
By providing a foundational understanding of financial reporting and strategic decision making, the Accounting Minor gives students a solid framework for analyzing and interpreting business data. The minor not only broadens career opportunities in management and finance but also equips students with valuable skills to support personal finance decisions.

Requirements

ACC1201	Financial Accounting
ACC2210	Managerial Accounting
ACC2401	Intermediate Accounting I, with laboratory
ACC2601	Intermediate Accounting II, with laboratory
ACC3411	Cost Accounting

And one from the following courses:

ACC3402	Auditing
ACC3422	Advanced Accounting I
ACC3431	Advanced Accounting II
ACC3440	Federal Income Taxation

Advocacy for Social Change (Minor only)
Advocacy for Social Change applies knowledge to the resolution of the most important social ills of our time or those resulting in injustice. Students will gain an understanding of the historical, political and social underpinnings of contemporary problems of injustice, including those based on race, class, gender and sexual orientation. Via the study of past and contemporary social movements and political accomplishments, students will learn to appreciate the ability of people, individually and collectively, to bring about meaningful change. The minor will begin to develop the practical skills necessary to become agents of change as students will complete an internship or culminating project that engages in social advocacy. This minor will appeal to all majors who seek to understand and address injustice, and will cultivate specific skills useful in a diverse array of careers, including but not limited to victim advocacy, health care advocacy, public policy, environmental preservation, and social services.

Requirements

POL1400	Introduction to American Politics
SOC1400	Social Problems
SOC4899	Internship in Sociology

Choose one from the following courses:

COM1282	Media Literacy

COM2630 Writing for Media
ENG2213 Public Speaking
MKT1450 Principles of Marketing
SWK2401 Introduction to Social Work

Choose two from the following courses:*
CRJ3530 Victimology
CRJ3636 Community Relations and the Criminal Justice System
CRJ3844 Ethics in Criminal Justice
COM3201 Public Relations
HST3413 The American Radical Tradition
MKT3620 Social Media Marketing
POL2500 American National Elections
POL2520 Politics, Media and Pressure Groups
POL2630 Civil Liberties
PCH3031 Public Health Policy
PCH3632 Program Planning and Evaluation
PSY3609 Social Influence
SOC2420 Sociology of American Institutions
SOC3825 Special Topics in Sociology: Social Movements
SWK3201 Social Case Work

*Courses must be selected from two different departments

African American Studies (Minor only)

African American Studies is a minor for students who wish to gain greater knowledge of the history and culture of African Americans in the United States, Caribbean, and Latin America. The program is interdisciplinary in nature and includes some courses in history, literature, political science, sociology, and the arts, among others. Students with any major may complete an African American Studies minor by fulfilling the necessary requirements.

Requirements

HST1600 Intro to African American Studies
ENG2520 African American Literature
HST3440 African American History to 1877: From Slavery to Freedom

Elective courses (9). Take three courses from the following list. Please note that the other courses might be substituted for those listed with the permission of the program advisor.
HST3441 African American History Since 1877: Reconstruction to Present
HST3413 American Radical Tradition
POL2630 Civil Liberties
SOC3243 Race and Racism
MUS1020 Jazz, Its Evolution and Impact

Biochemistry (Minor only)

The Biochemistry minor introduces students to the molecular structure and chemical processes of biological organisms.

Requirements

CHE1600 General Chemistry I, with laboratory
CHE1700 General Chemistry II, with laboratory
CHE2400 Organic Chemistry I, with laboratory
CHE2500 Organic Chemistry II, with laboratory
CHE3200 Introduction to Biochemistry, with laboratory

Chemistry (Minor only)

The Chemistry minor provides students with an understanding of the basic nature and behavior of the matter and energy comprising the universe.

Requirements

CHE1600 General Chemistry I, with laboratory
CHE1700 General Chemistry II, with laboratory
Plus 12 credits from 2000-level or higher chemistry courses that include at least two credits of laboratory.

Creative Writing (Minor only)

Upon completion of the minor in Creative Writing, students will be able to:
Express themselves creatively through a variety of literary forms and genres
Present a marketable portfolio of quality artistic work
Market their creative writing for a variety of audiences in various print and digital media
Use creative expression as a tool for solving problems in the real world
Communicate effectively through writing

Requirements

ENG2325 Creative Writing I
ENG2590 Creative Writing II: The Short Narrative
ENG3340 Creative Writing III: Poetry
ENG3370 Creative Writing IV: Creative Non-Fiction
COM3260 Writing for Stage and Screen
ENG4010 Creative Writing Capstone

English (Minor only)

The minor in English offers undergraduate students a thorough grounding in American, British, and World literature as well as instruction in critical thinking and textual analysis. English minors will receive training in advanced methods of technical, academic, and creative writing to enable them to compete and succeed in the modern job market. The English minor also provides valuable preparation for those wishing to become educators.

Requirements

ENG2410	World Literature I
ENG2420	World Literature II
ENG2430	Survey of American Literature
ENG2510	Survey of British literature
ENG3200	Topics in Literature
ENG3440	Children's Literature

Entrepreneurship (Minor only)

The Entrepreneurship minor focuses on the process of creating, establishing, and managing new business ventures. The minor will prepare students in identification of new opportunities and developing comprehensive business and marketing plans. Other skill sets will include: leadership, human resource management, sales, social media, and financial management.

Requirements

MKT3510	Entrepreneurship and Opportunity
MKT3550	Entrepreneurship Management
MKT3656	Entrepreneurship Financial Management

One of the following, if not a business major:

MGT1400	Principles of Management
MKT1450	Principles of Marketing

If not a business major, choose two of the following courses; if a business major, choose three of the following courses:

MGT3213	Human Resource Management
MGT2400	Organizational Behavior
IBS3820	Global Supply Chain Management
MKT3400	Professional Sales
MKT3620	Social Media Marketing
MKT2710	Integrated Marketing Communication

Fashion Design and Merchandising (Minor only)

The minor in Fashion Design and Merchandising will prepare students to conceptualize, design, curate, market and sell fashion items. Courses in fashion design and construction, fashion history, and marketing will prepare students to develop their own fashion line that will be presented as part of their Fashion Show Capstone course. This minor is complementary to any undergraduate major.

Requirements

FDM1250	Fashion Design I - Concept to Creation
FDM1400	Fashion History and Culture
FDM2250	Fashion Design II - Techniques
MKT2610	Distribution Strategies
MKT2700	Brand and Price Strategies

MKT3510 Entrepreneurship and Opportunity
FDM3650 Fashion Show Capstone

Fraud and Financial Crimes (Minor only)

Fraud examination is a growing field for forensic accountants and investigators. The courses in this interdisciplinary program will aid in preparing undergraduates to become certified through the Association of Certified Fraud Examiners (ACFE)* as part of their four-year degree completion of major requirements and elective courses. The Certified Fraud Examiners (CFE) Exam requires qualified candidates to have knowledge of fraud prevention, investigation, financial transactions, and the legal system.

Requirements

ACC1201 Financial Accounting
ACC2210 Managerial Accounting
ACC3510 Fraud Examination
ACC3520 Financial Statement Fraud
CRJ1400 Introduction to Criminal Justice
CRJ2451 Legal Aspects of Criminal Justice
CRJ3520 Criminal Investigation
CRJ3842 Criminology

*The ACFE is the largest and the most recognized anti-fraud organization and training program in the world. Its mission is to "reduce the incidence of fraud and white-collar crime and to assist the Membership in fraud detection and deterrence." (http://www.acfe.com/who-we-are.aspx).

Healthcare Management (Minor only)

A minor in healthcare management provides students with a solid foundation in healthcare administration, policy, and economics. This program enhances leadership and organizational skills, preparing students for roles in healthcare facilities, public health organizations, and related fields. Additionally, students gain valuable insights into the complexities of the healthcare system, making them well-equipped to contribute to the improvement of healthcare delivery and management, while also broadening their career opportunities.

Requirements

Choose five of the following:
MGT1400 Principles of Management
HCM2200 American Healthcare System
HCM2610 Healthcare Management
HCM2620 Healthcare Marketing
HCM3230 Ethical and Legal Issues in Healthcare
HCM4240 Healthcare Economics and Finance

Choose one of the following courses:
MGT3202 Leadership

MGT3213 Human Resource Management
MGT3661 Project Management

History (Minor only)

The 18-credit hour History minor is an ideal supplement to any major at AIC. The study of history gives us increased cultural competencies and social awareness as well as the "soft skills" in reading, writing, and researching that are widely sought by employers. History is central to the liberal arts and helps shape globally informed citizens who think critically about their place in the world.

Requirements

HST2631 Introduction to Historical Research and Writing

Plus five (5) courses in history, including at least two courses on the 1000 or 2000 level.

Music Technology and Production (Minor only)

The minor in Music Technology & Production will prepare students to conceptualize, package and create music. Students will integrate twenty-first century technologies and cultural identity in the process of music production. Students will learn to develop podcasts that promote their music and the music of others. This minor is complementary to any undergraduate major.

Requirements

MUS1000 Music Appreciation
COM1213 Digital Media Production
MUS1420 Music Studio I: Concept to Creation
COM2701 Audio Production and Podcast Development
MUS2420 Music Studio II: Recording Editing
MUS3200 Navigating the Music Industry
MUS3420 Music Studio Capstone

Photography (Minor only)

Students pursuing a Photography minor develop their artistic, creative and technical capabilities to communicate effectively using digital images. The minor provides a solid foundation in the fundamentals of operating digital cameras and editing images using Adobe Photoshop and Lightroom. In addition to photography courses, students explore further aspects of digital media production, as well as issues of ethics, bias, and truth in photography. Students create online portfolios to showcase their work.

Requirements

COM1410 Digital Photography I
COM2411 Digital Photography II

COM2460	History of Photojournalism
COM3240	Media Law and Ethics
COM3462	Digital Photography III
GAD1200	Studio Art for Graphic Artist

Political Science (Minor only)

The minor in political science is designed to introduce students to the traditional fields of study in the discipline, including American politics, comparative politics, international relations, and political theory, while encouraging them to engage in and contribute to contemporary political debates. Via active involvement in drafting legislation and role-playing simulations, students will develop an appreciation for the complexity of governance and its impact at the local, national, and international levels. Given the importance of an active and informed citizenry, the minor benefits students of all disciplines and is especially relevant for those interested in law, journalism, education, public administration, criminal justice, social work, and diplomacy.

Requirements

POL1400	Intro to American Politics
POL1500	Comparative Politics
POL2410	International Relations

Plus nine (9) additional credit hours in political science courses, including a minimum of three hours from:

POL3642	Issues in Modern Political Thought
POL3660	Political Philosophy I
POL3661	Political Philosophy II
POL3700	American Political Thought

Spanish (Minor only)

The Spanish Minor focuses on language proficiency and cultural awareness of the Spanish-speaking world. This program builds language skills in reading, writing, speaking, and listening while gaining an understanding of the vast Hispanic and Latin Cultures. Throughout this minor, students are supported by linguistic scaffolding (based on proficiency level) to increase language acquisition, and fluency while promoting cross-cultural understanding, providing students with an edge in the global market. This minor is designed for those looking to enhance their major, increasing opportunities professionally and personally. This minor will boost employability in criminal justice, education, healthcare, international business, and beyond.

This Spanish Minor is fulfilled by completing 18 credits/hours in Spanish, in a progressive sequence beginning with either Elementary Spanish and Culture I (Non-Native Students) or Intermediate Spanish I (Heritage Learners), to be determined by the instructor. Students are

required to take six courses to fulfill this minor, with a minimum of four courses taken in Spanish.

Requirements

SPA1010 Latin American Popular Culture
SPA1050 The Diverse Cultures of Central America
And the following five courses:
SPA1160 Spanish for Professionals
SPA1201 Elementary Spanish and Culture I
SPA1202 Elementary Spanish and Culture II
SPA2211 Intermediate Spanish I
SPA2212 Intermediate Spanish II

Certificates

Certificate in Addiction Counseling

The Certificate in Addiction Counseling is a 29-credit program that prepares individuals for entry-level careers in addiction treatment. The curriculum provides the educational and practicum requirements necessary to sit for the Massachusetts CADC (Certified Alcohol & Drug Counselor) licensing exam.

Students seeking a bachelor's degree may elect to supplement their major with this certificate. Those interested in pursuing this certificate as a stand-alone option may do so through the Evenings at AIC Program.

Requirements:

SWK2000	Introduction to the Behavioral Sciences for Human Services
SWK2010	Addiction and Substance Use Disorders
SWK2020	Psychopharmacology for Counselors
SWK2030	Drugs and Society
SWK3010	Individual Addiction Counseling
SWK3020	Group Addiction Counseling
SWK3300	Principles of Case Management
SWK4000	Practicum I (4 credits)
SWK4010	Practicum II (4 credits)

The curriculum meets the MBSACC (Massachusetts Board of Substance Abuse Counselor Certification) required hours assigned to key topic areas as outlined below.

- 45 hours in a behavioral science area: SWK2000, 3 credits
- 45 hours of alcohol/drug specific studies: SWK2010, 3 credits
- 45 hours of alcohol/drug specific studies: SWK2020, 3 credits
- 30 hours of alcohol/drug specific studies and 15 hours of behavioral science area: SWK2030, 3 credits
- 30 hours of counseling techniques and 15 hours of ethics training: SWK3300, 3 credits
- 45 hours of counseling techniques: SWK3010, 3 credits
- 45 hours of counseling techniques: SWK3020, 3 credits
- 300 hours of supervision: SWK4000, 4 credits, and SWK 4010, 4 credits

MBSACC allows 15 hours per academic credit (that is, 45 hours per 3-credit course) for academic courses specific to the certification education requirements. For graded course, a minimum grade of C must be earned in order to be admissible for certification.

Certificate in Micro-emerging Markets: Cannabis

The Certificate in Micro-Emerging Markets: Cannabis 9-credit program that supports those interested in entering the niche market of recreational and medicinal cannabis in Massachusetts. The program utilizes local and regional leaders in the cannabis industry to provide expertise and insight into this market.

Students seeking a bachelor's degree may elect to supplement their major with this certificate. Those interested in pursuing this certificate as a stand-alone option may do so through the Evenings at AIC Program.

Upon completion of this certificate, students will have:

- The basic requisite knowledge to be employable in the cannabis industry.
- The opportunity to interact with industry leaders in Western Massachusetts and surrounding areas to gain insights into the cannabis market.
- The knowledge about first-hand experiences challenging entrepreneurs in the cannabis industry, specifically in the areas of operations, marketing, and laws/ethics.

Requirements

MEM2000	Cannabis Entrepreneurship
MEM2010	Cannabis Business Operations
MEM2020	Law and Ethics of Cannabis

Pre-Professional Studies

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

School of Health Sciences

Karen S. Rousseau, PhD, RN
Dean of Health Sciences

Allied Health (AS)
Exercise Science (BS)
Exercise Science (MS)
Exercise Science (Minor)
Sport Coaching (Minor)
Health Systems Administration (BS)
Nursing (BSN)
Nursing (RN-BSN)
Nursing (MSN)
Nutrition (BS)
Nutrition (Minor)
Health Science Generalist (BS)
Occupational Therapy (MSOT)
Occupational Therapy (Post-Professional OTD)
Physical Therapy (BS Health Sciences Pre-PT)
Physical Therapy (DPT)
Public Health (BS)
Public Health (MS)
Public Health (Minor)

Allied Health (AS)

This degree supports students who have an interest in health careers and allows them to focus on a primary area of interest in their choice of electives. Completion of the AS in Allied Health will allow for entry level positions in healthcare as well as to support advancement into specific health care fields careers including public health, exercise science, nursing, physical therapy, occupational therapy, health and wellness coaching, mental health and social work.

Learning Outcomes:

- Demonstrate a strong foundation in behavioral, natural, social, and health sciences appropriate to entry-level positions in the healthcare sector and/or admissions to post graduate programs
- Demonstrate clear and effective communication skills to provide information to clients in the healthcare environment
- Demonstrate general knowledge of medical perspectives, health professions, and healthcare systems
- Identify and demonstrate skills and knowledge necessary for the healthcare worker
- Describe career advancement opportunities for allied health professionals who hold academic degrees

Major Requirements

BIO1200/1201	Anatomy & Physiology I with lab
BIO1210/1211	Anatomy & Physiology II with lab
INT1200	Health Science Professions
HCM2200	American Health System
PCH1030	Introduction to Public Health
PCH1100	Introduction to Health and Wellness
PCH2030	Global Health
INT2040	Disease Detectives and Epidemiology
PSY1200	General Psychology
PSY2302	Statistics
SPA1100	Spanish for Health Professionals

Electives

Choose three from at least two different General Education categories:

General Allied Health or Public Health Focus

HCM3230	Ethical and Legal Issues in Healthcare
SWK2000	Intro to the Behavioral Sciences for Human Services
SOC1100	Introduction to Sociology
INT2450	Health Psychology
SOC1400	Social Problems

Focus in Nursing

BIO1300/1301	Microbiology with lab
CHE1210/1211	General Organic and Biochemistry with lab
PSY2450	Developmental Psychology

SOC1100	Introduction to Sociology

Focus in Occupational Therapy

PSY2450	Developmental Psychology
PSY3600	Abnormal Psychology
PHY1200/1201	Physics of the Human Body with lab

Focus in Exercise Science

BIO1250/1251	Biology for Health Science I with lab
BIO1260/1261	Biology for Health Science II with lab

Focus in Physical Therapy

BIO1250/1251	Biology for Health Science I with lab
BIO1260/1261	Biology for Health Science II with lab
PHY1600/1601	General Physics I with lab
PHY1800/1801	General Physics II with lab
CHE1600/1601	General Chemistry I with lab
CHE1700/1701	General Chemistry II with lab

Exercise Science (BS)

The Bachelor of Science in Exercise Science program at American International College provides students with the foundational knowledge and skills needed to advance their careers in the fields of Exercise Science and other related disciplines. The Exercise Science Department is committed to advancing the student both academically and professionally. Through an applied curriculum with a strong physiological foundation, hands-on lab experiences, and inter-professional collaborations, students will be prepared to enter the workforce or excel at the graduate level in the following programs: Applied Exercise Science/Physiology, Athletic Training, Physical Therapy, Occupational Therapy, Strength and Conditioning, among others. It is our mission to place an emphasis upon academic integrity, honesty, and the facilitation of independent critical thinking

Learning Outcomes

- Apply physiological and biomechanical concepts related to movement, fitness, and health related issues
- Demonstrate knowledge of how the human body moves by relating the different structures/systems of the body to one another: musculoskeletal, nervous, and connective tissue
- Apply motor development theories to a developing adolescent with regards to skillful movement and physical activity
- Perform fitness-related tests independently
- Design and implement exercise programs for normal healthy individuals
- Evaluate and prescribe proper exercise prescriptions to special populations by using foundational concepts of exercise physiology and nationally recognized guidelines
- Demonstrate knowledge of injury prevention through therapeutic exercise techniques related to different athletic populations

Major Requirements:

EXS1000	Introduction to Exercise Science
INT1200	Health Science Professions
BIO1250/1251	Biology I + Lab
BIO1260/1261	Biology II + Lab
BIO1200/1201	Human Anatomy and Physiology I + Lab
BIO1210/1211	Human Anatomy and Physiology II + Lab
BIO3200	Human Functional Anatomy
EXS2300	Motor Development and Learning
EXS3100	Human Biomechanics
EXS3300	Physiology of Exercise
PSY1200	Introduction to Psychology
SRM3203	Sports Psychology
EXS2100	Research Methods
PSY2302	Statistics
EXS2400	Sport and Exercise Nutrition
SRM1600	Management of Sports Industry

EXS3050	Foundations of Strength and Conditioning
EXS4100	Therapeutic Exercise
EXS4200	Exercise Testing and Prescription
EXS4300	Exercise for Special Populations
EXS4450	Senior Seminar
EXS4500	Research Seminar
EXS4800	Practicum

Electives:

EXS3200	Injury and Evaluation of Lower Extremities
EXS3400	Injury and Evaluation of Upper Extremities
EXS4400	Gerokinesiology
EXS4600	Therapeutic Modalities
EXS2500	Personal Training Certification
EXS2200	Principles of Sport Coaching
EXS2210	Prevention and Treatment of Common Athletic Injuries

General Education Requirements
See page 69. General Education requirements may be fulfilled by major requirements where applicable.

Additional Program Requirements
A minimum grade of "C" must be achieved in all EXS courses as well as BIO1200, BIO1210, BIO3200. A minimum overall cumulative GPA of 2.7 must be maintained to remain in the program. Students must fulfill the Professional Development Point (PDP) requirements upon graduation (See handbook for detail).

Additional Program Notes:
BIO1400, BIO1500, PSY1200, and PSY2302 also count towards 14 credits of General Education requirements.

Exercise Science Minor Requirements
Choose 18 credits from the following:

BIO3200	Human Functional Anatomy
EXS1000	Intro to Exercise Science
INT1200	Health Science Professions
EXS2100	Research Methods
EXS2200	Principles of Sport Coaching
EXS2210	Prevention and Treatment of Common Athletic Injuries
EXS2300	Motor Development and Learning
EXS2400	Sport and Exercise Nutrition
EXS2500	Personal Training Certification
EXS3050	Foundations of Strength and Conditioning
EXS3100	Human Biomechanics
EXS3200	Injuries and Evaluation of Lower Extremities
EXS3300	Physiology of Exercise

EXS3400	Injuries and Evaluation of Upper Extremities
EXS4100	Therapeutic Exercise
EXS4200	Exercise Testing and Prescription
EXS4300	Exercise for Special Populations
EXS4400	Gerokinesiology
EXS4600	Therapeutic Modalities

Sport Coaching Minor Requirements

The Sport Coaching minor is designed for undergraduate students who wish to enter the coaching profession and for student-athletes who wish to learn more about the coaching field. This program is designed to develop coaching, leadership, and team management skills in a variety of sport settings. This minor complements the Exercise Science, Sports and Recreation Management, and Athletic Leadership majors on campus.

Required courses:

EXS1000	Intro to Exercise Science
EXS2200	Principles of Sport Coaching
EXS2210	Prevention and Treatment of Common Athletic Injuries
AAL1400	Athletic Administration I

Optional courses:

Two of the following courses may be taken to fulfill minor requirements

AAL2400	Athletic Administration II
EXS2300	Motor Development and Learning
EXS2400	Sport and Exercise Nutrition
EXS3050	Foundations of Strength and Conditioning
EXS3150	Theory and Application of Strength and Conditioning
SRM1600	Management of Sports Industry
SRM3203	Sports Psychology
SRM3211	Legal Issues in Sport and Recreation Management

Health Science – Generalist Track (BS)

The Health Science degree program with concentrations in Physical Therapy (PT), Occupational Therapy (OT), or a Generalist track prepares students for diverse roles within the healthcare field by providing them with a strong foundation in health sciences, human anatomy, and the principles of patient care. There is a significant need for qualified professionals in specialized healthcare roles due to workforce shortages in many regions. This program provides access to healthcare careers for students from diverse backgrounds, including those who may not have the resources or initial qualifications to enter more competitive or specialized programs directly.

In summary, this program is designed to cater to students' specific career interests while also equipping them with versatile skills applicable to a wide range of healthcare settings.

Learning Outcomes

At the end of the fourth year of the program, generalist health science students will:

- Demonstrate knowledge of the roles of a variety of health care professionals.
- Demonstrate knowledge of the professional behaviors associated with health science professions.
- Demonstrate a broad understanding of the health sciences including anatomy and physiology, physics, functional anatomy and psychology
- Attain the qualifications required for entry into an accredited entry-level graduate program

Major Requirements:

BIO1200/1201	Anatomy and Physiology I with lab
BIO1210/1211	Anatomy and Physiology II with lab
BIO3200	Human Functional Anatomy
ENG1201	English Composition
ENG1202	Analytical Writing
INT1200	Health Science Professions
MAT2004 or	Biostatistics* or
PSY2302	Statistics
PSY1200	Introduction to Psychology

Required: Minimum of 35 credits from the following:

AAL1200	Health and Wellness for Athletes
BIO1260/1261	Biology II for Health Sciences with lab
EXS1000	Introduction to Exercise Science
EXS2300	Motor Development and Learning
EXS2400	Sport and Exercise Nutrition
EXS2500	Personal Training Certification
EXS3050	Principles of Strength and Conditioning
EXS3100	Human Biomechanics
EXS3300	Exercise Physiology
INT2540	Health Psychology

OTR5010	Introduction to Occupational Therapy
PCH1030	Introduction to Public Health
PCH1100	Introduction to Health and Wellness
PCH3250	Environmental Health
PHY1200/1210	Physics of the Human Body with lab
PHY1600/1601/1602	Physics I with lab
PHY1800/1801/1802	Physics II with lab
PSY3600	Abnormal Psychology
PTR3201	Physical Therapy Orientation
SRM3203	Sports Psychology

*Note: PT students must take MAT2004

Must complete a minor with 18 credits for the BS in Health Science Generalist track.

Health Science Generalist Minor Requirements

Required courses

BIO1200/1201 or	Anatomy and Physiology I with lab or
BIO1250/1251	Biology I for Health Sciences with Lab
INT1200	Health Science Professions

Choose 12 credits from the following:

AAL1200	Health and Wellness for Athletes
BIO1210/1211	Anatomy and Physiology II with lab
BIO1260/1261	Biology II for Health Sciences with lab
BIO3200	Human Functional Anatomy
CHE1600/1601/1602	General Chemistry I with lab
CHE1700/1701/1702	General Chemistry II with lab
EXS1000	Introduction to Exercise Science
EXS2300	Motor Development and Learning
EXS2400	Sport and Exercise Nutrition
EXS2500	Personal Training Certification
EXS3050	Principles of Strength and Conditioning
EXS3100	Human Biomechanics
EXS3300	Exercise Physiology
INT2540	Health Psychology
PCH1030	Introduction to Public Health
PCH3250	Environmental Health
PHY1200/1210	Physics of the Human Body with lab
PHY1600/1601/1602	General Physics I with lab
PHY1800/1801/1802	General Physics II with lab
PSY2450	Developmental Psychology

Health Systems Administration (BS)

This program prepares students for administrative roles within healthcare systems, public health agencies, and related fields. The curriculum blends foundational knowledge in healthcare administration with essential public health principles, focusing on the skills needed to improve health outcomes, assume administrative roles healthcare organizations, and navigate evolving healthcare policies. Graduates will be equipped to address complex challenges in health administration, promote community health, and drive quality improvement initiatives within diverse healthcare environments.

Learning Outcomes

Upon completion of this program, students will be able to:

- Analyze the social, environmental, and economic determinants of health that affect populations.
- Explain the structure and function of healthcare delivery systems in both public and private sectors.
- Evaluate healthcare policies and regulations and their impact on health systems and communities.
- Apply ethical evidence-based management, decision-making and quality improvement techniques to improve health outcomes and healthcare services.
- Identify strategies for community health engagement to reduce health care disparities
- Demonstrate the necessary skills to work with teams and projects in healthcare and public health organizations.

Major Requirements:

HSA2200	American Healthcare System
HSA2620	Healthcare Marketing
HSA3440	Managing Healthcare Information
HSA4830	Capstone in Health Systems
HSA4899	Health Systems Administration Internship
PCH1030	Introduction to Public Health (US context)
PCH2030	Global Health
PCH2040	Epidemiology
PCH3200	Disparities in Public Health
PCH3630	Community Health Promotion
PCH4100	Research Methods in Health Care
PCH4430	Seminar in Public Health

Minor Requirements:

HSA2200	American Healthcare System
HSA2620	Healthcare Marketing
HSA3440	Managing Healthcare Information
PCH1030	Introduction to Public Health
PCH2040	Epidemiology

Nursing (BSN)

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

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

Learning Outcomes

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

General Education Requirements:

See page 69. General Education requirements may be fulfilled by major requirements where applicable.

Requirements

BIO1200/1201	Human Anatomy and Physiology I with Lab
BIO1210/1211	Human Anatomy and Physiology II with Lab
BIO1300/1301	Principles of Microbiology with Lab
CHE1210/1211	Chemistry for Nursing with Lab
ENG1201	English Composition
ENG1202	Analytical Writing
PSY1401	Introduction to Psychology
PSY2302	Statistics
PSY2450	Developmental Psychology
SOC1100	Introduction to Sociology
SPA1100	Spanish for Health Care Professionals
NUR2540/2541	Introduction to Professional Nursing with lab
NUR2755	Pathophysiology/Pharmacology I
NUR2756	Pathophysiology/Pharmacology II
NUR2840/2841	Fundamentals of Professional Nursing Practice with Clinical
NUR3740/3741	Adult Medical Surgical Nursing with Clinical
NUR3540	Nursing Research
NUR3940	Family Centered Nursing with Clinical
NUR3942	Family Centered Nursing Process
NUR4340/4341	Community Focused Nursing with Clinical
NUR4351	Psychiatric/Mental Health Nursing with Clinical
NUR4540	Trends and Issues in Nursing
NUR4940	Complex Medical Surgical Nursing with Clinical
NUR4941	Nursing Leadership
NUR4533	Senior Seminar

Additional Program Notes

A minimum grade of C+ must be achieved in all nursing courses, as well as in BIO1200, 1210, and 1300, CHE1210, ENG1201 and 1202, PSY1200 and PSY2450 and SOC1100.

A laptop computer is required (tablets are not acceptable).

Nutrition (BS)

The nutrition program has a curriculum built upon a foundation of core nutrition courses and natural science requirements, supplemented with research methods and a select number of electives. There are two tracks planned for the students, one with a focus on Public Health and the other on Exercise Science. This design not only provides a comprehensive understanding of nutrition, food, and health but also equips students with the knowledge and skills necessary for a variety of professional pursuits.

For students aiming to become an RDN, the program lays a strong groundwork that is essential for pursuing a master's degree in dietetics, which is a prerequisite for the RDN credential. The inclusion of courses such as medical nutrition therapy and lifecycle nutrition aligns with the key competencies required for success in dietetics programs and in the practice as an RDN. Additionally, for those interested in the field of food science, the program offers foundational courses like food science and organic chemistry, which are pivotal for careers in food production, quality control, and food product development. Finally, the focus on public health or exercise science allows the students to consider advanced studies in other health science fields.

Learning Outcomes

- Students will be able to articulate and evaluate the complex interplay between nutrition, health, and disease across different life stages, encompassing a wide range of dietary needs, nutritional components, and lifestyle factors.
- Students will demonstrate proficiency in assessing, planning, and implementing dietary and nutritional interventions, integrating knowledge from food science, medical nutrition therapy, and life cycle nutrition.
- Students will possess a comprehensive understanding of the modern food system, from its historical underpinnings to current practices in food safety, production, and policy, and be able to assess its impact on individual and community health.

Major Requirements:

BIO1200/1201	Human Anatomy and Physiology I with Lab
BIO1300/1301	Principles of Microbiology with Lab
CHE1210/1211	Chemistry for Nursing
ENG1201/1601	English Composition
ENG1202/1602	Analytical Writing
PSY1200	Introduction to Psychology
PSY2302	Statistics
PSY2450	Developmental Psychology
SPA1100	Spanish for Health Care Professionals
INT1200	Health Science Professions
PCH3630	Community Health Promotion

PCH4100 or EXS2100	Research Methods in Public Health/ or Research Methods
HCM2200	American Health Care System
NTR1100	Introduction to Nutrition
NTR2200	Food Economics
NTR2300	Food Science
NTR3000	Life Cycle Nutrition 1
NTR3100	Life Cycle Nutrition 2
NTR4100	Medical Nutrition Therapy
NTR4800	Internship in Nutrition and Wellness
NTR4900	Capstone in Nutrition and Wellness

Choose one track option:

Public Health

PCH1030	Introduction to Public Health
INT2040	Disease Detectives and Epidemiology
PCH4100	Research Methods in Public Health
INT2540	Health Psychology

Exercise Science

EXS1000	Introduction to Exercise Science
EXS2100	Research Methods
EXS2400	Sport and Exercise Nutrition
SRM3203	Sports Psychology

Minor Requirements

EXS1200	Introduction to Exercise Science
PCH1000	Introduction to Health and Wellness
NTR1000	Introduction to Nutrition
NTR2200	Food Economics
NTR2300	Food Science
NTR3000	Life Cycle Nutrition 1

Health Science – Occupational Therapy Track (BS/MSOT)

The definition of Occupational Therapy Practice for the AOTA Model Practice Act states:(https://www.aota.org>resources>practiceact) "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 BS Health Science/MSOT degree (see above) for students entering the program as freshmen or undergraduate transfers and a direct-entry option for individuals who already have earned a bachelor's degree. The post-baccalaureate option requires 83 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 (WFOT). 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.

The Health Science degree program with concentrations in Physical Therapy (PT), Occupational Therapy (OT), or a Generalist track prepares students for diverse roles within the healthcare field by providing them with a strong foundation in health sciences, human anatomy, and the principles of patient care. This program is designed to cater to students' specific career interests while also equipping them with versatile skills applicable to a wide range of healthcare settings.

The program can provide access to healthcare careers for students from diverse backgrounds, including those who may not have the resources or initial qualifications to enter more competitive or specialized programs directly.

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

(graduate) phase. In addition, undergraduate occupational therapy students are required to complete the equivalent of a minor that is inclusive of advanced level coursework.

Upon successful completion of undergraduate requirements, students are awarded a bachelor of science degree in health sciences and then must complete one more year to earn the MSOT (see graduate Catalog for requirements).

Learning Outcomes

At the end of the three-year pre-occupational therapy program, Undergraduate students will meet the following learning objectives:

- Demonstrate knowledge of the role of the occupational therapist as a health care professional.
- Demonstrate knowledge of the professional behaviors associated with occupational therapy.
- Demonstrate a broad understanding of the health sciences including anatomy and physiology, physics, functional anatomy and psychology.
- Attain the qualifications required for progression into an accredited entry-level MSOT program.

Program Requirements

BIO1200/1201	Human Anatomy and Physiology I with Lab
BIO1210/1211	Human Anatomy and Physiology II with Lab
BIO3200	Functional Anatomy
ENG1201	English Composition
ENG1202	Analytical Writing
INT1200	Health Science Professions
PCH1030	Introduction to Public Health
PHY1200/1210	Physics of the Human Body with Lab
PSY1200	Introduction to Psychology
PSY2450	Developmental Psychology
PSY2610	Health Psychology
PSY3422	Physiological Psychology
PSY3600	Abnormal Psychology
PSY2302 or	Statistics
MAT1430	Foundations of Statistics
SOC 1100	Introduction to Sociology
OTR5010	Introduction to Occupational Therapy
OTR5030	Effective Communication

Additional Graduate level courses are required to complete the Professional Foundational phase of the program.

The undergraduate BSOS major requires a minor in either Exercise Studies, Public Health or Psychology. The minor requirements can be found under those specific majors.

Physical Therapy (BS in Health Sciences – Pre-Physical Therapy/DPT)

Physical therapists are required to earn a doctoral degree for entry into practice. The School of Health Sciences offers two options to earn the Doctorate in Physical Therapy (DPT): a combined BS/DPT for students entering the program as undergraduates and a three-year post-baccalaureate program for individuals who have already earned a bachelor's degree and completed the prerequisites for the program.

Students entering the DPT program as traditional freshmen or undergraduate transfer students, complete the curriculum in two phases: the first three years of undergraduate study (pre-professional phase) consist of completing general education and program core requirements in preparation for entry into the professional (doctoral) phase. In addition, undergraduate physical therapy students are required to complete the equivalent of a minor that is inclusive of advanced level coursework.

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

Learning Outcomes

At the completion of the three-year program (Pre-PT), students will:

- Demonstrate knowledge of the role of the physical therapist as a health care professional.
- Demonstrate knowledge of the professional behaviors associated with physical therapy.
- Demonstrate knowledge of the roles and responsibilities of the physical therapist versus the physical therapist assistant.
- Attain the qualifications required for entry into an accredited entry-level DPT program.

General Education Requirements

See page 69. General Education requirements may be fulfilled by major requirements where applicable.

Requirements

*BIO1250/1251	Biology I for Health Sciences with Lab
*BIO1260/1261	Biology II for Health Sciences with Lab
*BIO1200/1201	Anatomy and Physiology I with Lab
*BIO1210/1211	Anatomy and Physiology II with Lab
*CHE1600/1601/1602	General Chemistry I with Lab and Review
*CHE1700/1701/1702	General Chemistry II with Lab and Review
*PHY1600/1601/1602	General Physics I with Lab and Review
*PHY1800/1801/1802	General Physics II with Lab
PSY1200	General Psychology I
*BIO3200	Human Functional Anatomy
*PTR3201	Introduction to Physical Therapy
*MAT2004	Biostatistics

Program Notes

In the three-year undergraduate phase, a cumulative grade point average of 3.2 and a grade point average of 3.2 in core physical therapy requirements must be attained to enter the professional phase of the physical therapy program. The above courses identified with an asterisk (*) make up the undergraduate core physical therapy requirements. The above requirements must be completed by the end of the spring semester prior to entering the professional phase of the physical therapy program.

Public Health (BS)

A bachelor of science in public health degree prepares graduates to work in a variety of settings, public and private, and engage in a wide range of population-based health promotion, health protection, and disease prevention activities. Public health professionals may be employed in healthcare organizations and community-based agencies. Students must work closely with the program director to select specific courses that will meet program requirements and career goals.

Learning Outcomes

- Demonstrate a foundational knowledge of public health in the U.S. and the world.
- Use data to understand public health problems and assess interventions.
- Integrate the concepts of population health assessment and public health interventions.
- Identify opportunities for promoting and protecting health across the life course based on an understanding of the underlying science of human health and disease.
- Critically examine and recognize the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.
- Apply project implementation skills, including planning, assessment, and evaluation toward public health problems.
- Compare and contrast the effects of different health policies in the U.S and elsewhere, in terms of both the economic impacts and effects on the public's health.
- Explain the roles of various agencies of government and private sector organizations in the regulatory, health care delivery, and health care financing system.
- Apply communication skills including those in oral presentation, technical and professional writing, and use of mass media and technology to public health issues.

General Education Requirements

See page 69. General Education requirements may be fulfilled by major requirements where applicable.

Major Requirements

PCH1030	Introduction to Public Health Practice
PCH2030	Global Health
PCH3250	Environmental Health
INT2040	Disease Detectives and Epidemiology
PCH3630	Community Health Promotion
PCH3632	Program Planning & Evaluation
PCH4100	Research Methods in Public Health
PCH4430	Seminar in Public Health
PCH4899	Capstone in Public Health

9 credits must be selected from any of the following:

HCM2200 American Healthcare System
HCM3230 Ethical and Legal Issues in Healthcare
HCM4240 Healthcare Economics & Finance
INT2540 Health Psychology
PCH3800 Special Topics in Public Health
SOC3440 Sociology of Health and Illness

Any biology or chemistry course at the 2000 level or above

Minor Requirements

The minor in Public Health consists of 12 credit hours of courses in public health and 6 credit hours from other courses. The courses selected must include:

PCH1030 Introduction to Public Health Practice
INT2040 Disease Detectives and Epidemiology

Plus 6 credits from additional Public Health courses

Plus 6 credits from any of the following:

HCM2200 American Health Care System
HCM3230 Ethical and Legal Issues in Health Care
HCM4240 Health Care Economics and Finance
SOC3440 Sociology of Health and Illness
PSY2540 Health Psychology

School of Education

Susan J. Henrichon, Ed.D.
Dean

The School of Education (SOE) is deeply committed to inclusive excellence and preparing the next generation of highly skilled, diverse educators, leaders, and school support personnel who are equipped to address the challenges facing today's education settings. In pursuit of this mission, the SOE offers a range of academic programs tailored to meet the needs of individuals seeking to make a meaningful impact in the communities where they live and work. Through these programs, candidates are empowered to support all learners in achieving their academic and personal aspirations - promoting equity, opportunity, and success for every student.

Early Childhood Education and Administration

The Bachelor's Degree in Early Childhood Education and Administration is designed to prepare students with a strong interest in working with young children for a variety of rewarding careers in early childhood and preschool settings. This program equips students with both the theoretical knowledge and practical skills necessary to foster the developmental, educational, and emotional growth of children from birth through age five. Students will have the opportunity to deepen their understanding of early learning environments, child development, family engagement, curriculum planning, and leadership in early education settings.

Graduates of the program will be eligible for licensure through the Massachusetts Department of Early Education and Care (EEC) and qualified for roles such as Teacher, Lead Teacher, or Director in a range of early childhood and preschool programs. The curriculum has been carefully aligned with the professional standards set by the National Association for the Education of Young Children (NAEYC), ensuring that students receive a high-quality, evidence-based education that meets national benchmarks for excellence in early childhood education.

Students pursuing the Early Childhood degree participate in observations and experiences in model classrooms within the area public schools and early childhood settings. These opportunities provide students with exposure to real life educator experiences in the public-school setting. The experiences, coupled with degree requirements, support the cultivation of knowledge, skills, and professional orientation universally required for performance expectations within the field. The program integrates field-based experiences that allow students to apply their knowledge in real-world settings, develop leadership competencies, and explore administrative pathways within early education. Whether students are entering the field for the first time or seeking to advance their careers, this degree provides a strong foundation for future success in early childhood education and administration.

Educational Studies

The bachelor's degree in Educational Studies is designed for AICs undergraduates aspiring to pursue a Master of Education (MEd) in teaching or counseling through one of the School of Education's (SOE) graduate programs. The undergraduate degree includes carefully curated combination of coursework, service-learning, and campus/community-based experiences to

support students in making informed career choices while developing the foundational subject matter knowledge and meeting eligibility requirements for entry into a post-baccalaureate licensure program

Although the Educational Studies degree does not lead to initial licensure at the undergraduate level, it is a required pathway for students intending to enter a state-approved educator preparation program at the graduate level. The undergraduate degree serves as a critical bridge to advanced studies in education providing students with a solid academic and professional foundation aligned with their future roles in education. Through this degree, students gain the insights, skills, and experiences necessary to pursue careers as educators, school counselors, or other education professionals committed to equitable and effective practice.

As a part of the Educational Studies degree, students develop an educational plan their first semester to map future success. To strengthen subject matter knowledge, students complete designated coursework requirements in the School of Business, Arts, and Sciences aligned to their professional goals for graduate study in the SOE. A minor must be declared by the end of the third semester at AIC.

Students in the Educational Studies engage in classroom observations and experiences in model classrooms within the local schools. These opportunities provide students with direct exposure to real world experiences in the public-school setting. The experiences, combined with academic coursework, foster the development of essential knowledge, skills, and professional dispositions aligned with the expectations within the education field. The program emphasizes urban education and inclusive excellence, preparing educators to respond effectively to meet the diverse needs and complex challenges faced by students within school communities.

Upon completion of the Educational Studies degree, and fulfilling all graduate program entry requirements, students may directly pursue one of SOE's MEd programs aligned with their minor concentration. Additionally, students intending to enter the SOE's educator preparation programs at the middle or secondary level as well as those seeking roles as school support personnel, must major in a content area within the School of Business, Arts, & Sciences, with a minor in Educational Studies, before enrolling in the SOE's graduate program.

Entry Pathways into SOE Graduate Degree Programs for the MEd

BA/BS Majors/Minors Eligible Licensure Options

Undergraduate Majors eligible options aligned with the SOE programs for the MEd are listed below:

AIC BA/BS Major	**MEd Program**
Educational Studies	Early Childhood Pre K-2
Educational Studies	Elementary 1-6
Biology + Minor in Educational Studies	Biology 8-12
Interdisciplinary Science + Minor in Educational Studies	General Science 5-8
Educational Studies *or* Psychology + Minor in Educational Studies	Moderate Disabilities PreK-8 or 5-12

School Support Personnel	
Sociology, Psychology *or* Criminal Justice + Minor in Educational Studies	School Social Worker/School Adjustment Counselor, all levels
Sociology *or* Psychology + Minor in Educational Studies	School Counselor 5-12

Early Childhood Education and Administration (BS)

This degree will prepare students with an interest in the early childhood education to become eligible for early childhood positions and provide the opportunity to further explore their interest and expand their knowledge of the early childhood and preschool educational environment. Completion of their degree would provide for licensed positions in a variety of early childhood and preschool settings as a Teacher, Lead Teacher and Director within the Department of Early Education and Care (EEC). The curriculum is designed to meet the standards of the National Association for the Education of Young Children (NAEYC).

Learning Outcomes

- Apply an understanding of typical and atypical child development from birth through age eight, including cognitive, social-emotional, physical, and language domains, to create responsive, developmentally appropriate learning environments.
- Plan, implement, and evaluate curriculum using evidence-based, play-based, inquiry-based, and culturally responsive instructional strategies that promote learning and holistic development in diverse early childhood settings.
- Utilize a range of observation, documentation, and assessment tools to monitor children's progress, guide instructional decisions, and communicate effectively with families and professionals.
- Foster inclusive early learning environments that value diversity, promote equity, and respect the cultural, linguistic, and familial backgrounds of all children and families.
- Implement and monitor policies and practices that safeguard young children’s physical health, nutrition, emotional well-being, and safety in accordance with professional guidelines and ethical standards.
- Apply knowledge of program management, organizational leadership, budgeting, and staff development to lead and administer high-quality early childhood education programs.
- Interpret and apply local, state, and national policies, laws, and regulations that govern early childhood education, and engage in advocacy to support young children, families, and the early childhood profession.

Major Requirements

EDU1300	Child Growth and Development
EDU2200	Foundations in Education
EDU2055	Explorations in Social-Emotional Learning
EDU2100	Explorations in Special Education
EDU2300	Foundations of Multicultural Education and Diversity
EDU2500	Foundations of Language and Literacy
EDU2600	Early Intervention: Birth to 3
EDU2700	The Power of Play
EDU3340	Techniques and Strategies for Teaching Mathematics

EDU3400	Health, Safety, Nutrition and Wellness in Early Childhood
EDU3450	Observation and Assessment in the Early Childhood Classroom
EDU3500	Classroom Management and Behavior Analysis for Educators
EDU3600	Child, Family and Community
EDU4300	Literacy and Inclusive Excellence
EDU4400	Policy and Advocacy in Early Childhood Education
EDU4500	Supervision and Leadership in Early Childhood Administration
EDU4847	Senior Capstone Project

Educational Studies (AS)

This degree will prepare students with an interest in the educational field to become eligible for entry level educational positions and provide them with the opportunity to explore their interest and expand their knowledge of the educational environment. Completion of this degree would provide for entry level positions as an inclusion/special education instructional assistant, Applied Behavioral Analysis (ABA) technician, licensed family day care provider and other educational positions such as Early Education and Care (EEC) Teacher Certification and teaching positions in programs such as Head Start.

Learning Outcomes

- Engage and promote a learner's cognitive, physical, social, and emotional development and organize the learning environment to promote successful learning and demonstrate culturally responsive pedagogy
- Identify strategies and assessment tools to expand, monitor and promote a positive impact on learning and establish and maintain a safe, healthy, and nurturing learning environment
- Demonstrative a basic knowledge of content curriculum standards and reflective practices to modify instruction, assess differentiated learning needs, and response to learner growth

Major Requirements

EDU1100	Foundations of Education
EDU1200	Introduction to Social-Emotional Learning
EDU1300	Child Growth and Development
EDU2100	Explorations in Special Education
EDU2300	Foundations of Multicultural Education and Diversity
EDU2500	Foundations of Language and Literacy

Educational Studies (BS)

Learning Outcomes

As a result of the Educational Studies degree, students will be able to:

- Demonstrate culturally responsive pedagogy and identify the influences of cultural background in all community settings for learners and their families;
- Engage and promote a learner's cognitive, physical, social, and emotional development and organize the teaching environment to promote learning;
- Identify assessment tools to monitor and promote positive impact on learning;
- Demonstrative knowledge of curriculum standards and reflective practices to modify instruction, assess differentiated learning needs, and response to learner growth;
- Apply pre-requisite foundational knowledge, skills, and professional orientation to effectively pursue advanced studies at the graduate level in one of AIC's approved educational preparation programs for teachers;
- Effectively assess and pursue multiple pathways available to licensure appropriate to their personal and professional journeys as teachers and leaders in Massachusetts.

Major Requirements

EDU1300	Child Growth and Development
EDU2055	Explorations in Social Emotional Learning
EDU2100	Explorations in Special Education
EDU2103	MTEL Preparation
EDU2200	Foundations in Education
EDU2300	Foundations of Multicultural Education and Diversity
EDU2400	Teaching Methods for Communication and Language Arts
EDU3200	Principles of Education
EDU3340	Techniques and Strategies for Teaching Mathematics
EDU3500	Classroom Management & Behavior Analysis for Teachers
EDU3650	Teaching Methods for Inquiry-Based Social Studies, History and Science
EDU3700	Practices of Equity, Intersectionality, and Inclusion in the Classroom
EDU4300	Literacy and Inclusive Excellence
EDU4847	Senior Capstone Project

Minor Requirements

EDU2055	Explorations in Social Emotional Learning
EDU2200	Foundations in Education
EDU3201	Principles of Middle/Secondary Education
or	
EDU3200	Principles of Education: Early Childhood, Elementary, Moderate Disabilities
EDU3340	Techniques and Strategies for Teaching Mathematics
EDU3700	Practices of Equity, Intersectionality, and Inclusion in the Classroom.
EDU4300	Literacy and Inclusive Excellence

Speech-Language Pathology Assistant (SLPA) (Minor Only)

Speech-Language Pathology Assistants (SLPAs) work under the direct supervision of licensed Speech-Language Pathologists (SLPs) to support the delivery of speech and language services across a variety of settings, including schools, clinics, and healthcare facilities. SLPAs assist with a range of essential tasks, such as conducting speech and language screenings, supporting formal and informal assessments, preparing materials, and implementing components of treatment plans developed by the supervising SLP. Their work is vital to increasing access to services and supporting individuals with communication and swallowing disorders.

At American International College (AIC), students can pursue an 18-credit course sequence designed to meet the training requirements for employment as a Speech-Language Pathology Assistant in the Commonwealth of Massachusetts. Successful completion of this coursework qualifies students to apply for SLPA licensure through the Massachusetts Board of Registration in Speech-Language Pathology and Audiology.

This course sequence, equivalent to a minor, can be completed alongside a variety of undergraduate majors at AIC, particularly those in health sciences, education, psychology, and related fields. The program is ideal for students who are interested in speech-language pathology, communication sciences and disorders, or allied health careers, and who seek hands-on experience in supporting communication development and intervention.

Minor Requirements

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

Course Descriptions

Athletic Administration and Leadership

AAL1200: Health and Wellness for Athletes (3)
This course provides students with a basic knowledge and practice of health and wellness, and the importance of lifelong healthful living. Topics such as physical health and fitness, healthy behavior changes, stress management, nutrition, weight management, and relationships will be discussed. Particular emphasis will be placed on the importance of the athlete's mental and physical well-being and their success in sports. PREREQUISITE: None.

AAL1400: Athletic Administration I (3)
This course provides students with an introduction to athletics at all levels - recreational, secondary-school, collegiate, semi-professional, and professional - including the governance organizations and organizational structures under which each reside, and the opportunities within and challenges faced by each. Additionally, students begin the study of the management and operations of athletics, such as budgeting, scheduling, negotiation, planning, purchasing and inventory. PREREQUISITE: None.

AAL1600: Team and Roster Management (2)
This course will cover the practical issues involved with selecting and developing a team, identifying and mentoring team leaders, and dealing with violations of team rules/organizational code of conduct. Students will learn from an athletic coach or leader about the real challenges of managing a team or athlete and how to resolve conflicts or violations through case studies, examples from the coach's or leader's career, and group discussions. PREREQUISITE: AAL1400.

AAL1610: Scheduling Logistics (2)
This course covers the operational aspects of scheduling athletic games and matches, including practices, permits and rentals, equity among teams for facilities, visiting team accommodations, travel to a visiting team's facility, and equipment needs. Students will learn from an athletic coach or leader about the real challenges of scheduling, how to resolve conflicts for resources through case studies, examples from the coach's or leader's career, and group discussions. PREREQUISITE: AAL1400.

AAL2400: Athletic Administration II (3)
This course continues the introductory study of managing athletics at all levels in AAL1400. This course will focus on the legal, ethical, and practical issues related to compliance, eligibility, and gender equity in sports. Students will examine how compliance varies between and among levels of sport. Topics include Title IX in collegiate environments, NCAA academic eligibility, the Rooney rule in the NFL, salary caps in professional sports, and maternity leave for female athletes. PREREQUISITE: AAL1400.

AAL2600: Recruiting the College Athlete (2)
This course covers the basics of the college athlete recruitment process, including contacts and visits, tracking, the admission process, financial aid considerations, and the NCAA Eligibility Center. Students will learn from an athletic coach or leader about the challenges of college recruiting and how to source prospects in line with governing body regulations through case studies, examples from the coach's or leader's career, and group discussions. PREREQUISITE: AAL2400.

AAL2610: Developing Relationships with External Stakeholders (2)
In the course, students will learn to develop, nurture, and maintain relationships with parents, alumni, community leaders, local business owners, among others. Students will learn from an athletic coach or leader about establishing and strengthening connections with external stakeholders through case studies, examples from the coach's or leader's career, and group discussions. PREREQUISITE: AAL2400

AAL2620: Managing the Budget (2)
Budget management and fiscal responsibilities are the focus of this course. Students will learn from an athletic coach or leader about the real challenges of budgeting, fiscal judiciousness, and prioritizing needs through case studies, examples from the coach's or leader's career, and group discussions. PREREQUISITE: AAL2400

AAL2630: Governance and Compliance (2)
In this course students will gain an understanding about how the coaches and athletic leaders operate within the governing bodies. Additional topics include governance bylaws, institutional compliance, diversity and inclusion, and Title IX. Students will learn from an athletic coach or leader about the dynamics of athletics and regulatory bodies through case studies, examples from the coach's or leader's career, and group discussions. PREREQUISITE: AAL2400

AAL2800: Principles of Successful Coaching and Mentorship (3)
This course will provide selected theory and principles from management, leadership, psychology, and sociology that have proven effective in the ethical, moral, and mental development of the individual and team, in preparation for life on and off the "field". Strategies will be presented to aid the students in the development of a consistent value system based on justice, responsibility, and beneficence. Attention will be given to an understanding of the challenges associated with motivation and emotion in sport; legal liability; the daily, weekly, and seasonal planning; and the integration of the whole individual and team in preparation for contests. PREREQUISITE: AAL2400

AAL3200: Sports Advocacy, Accessibility, and Equity (3)
This course introduces the sociological concepts and theories used to examine sports. The history of activism, advocacy, and agency in and throughout sports will be examined. Students will be introduced to concepts of sport activism and learn about the interplay between types of resistant actions against oppressive systems across diverse societies. Attention will be given to a variety of issues and controversies in sports and society, including the environment, (dis)ability, religion, gender, sex, and race. PREREQUISITE: AAL1400

AAL4898: Practicum (3)
Students will gain an initial practical experience with an appropriate department on campus, providing students with the opportunity to apply the skills acquired in the course of study. Students are expected to complete 84 hours of work for this department on an athletics-related project. This will expose students to the expectations of the workplace. Students will meet once weekly as a class to share experiences, provide updates on their work, and engage in discussions on topics related to their work. Each student will give a final presentation on their project. PREREQUISITE: Junior status and completion of a minimum of 25 credits of coursework towards the major.

AAL4899: Internship (3)
This course serves as the culminating experience for students, providing each with the opportunity to apply the knowledge gained and skills developed throughout the program in an athletic setting external to the college. Each student will work 126 hours over the course of the semester at this site. Coursework required includes, but is not limited to, the weekly submission of work logs and discussions and a final paper or presentation summarizing the internship experience. PREREQUISITE: AAL4898 and GPA of 2.0 or better in the major.

Accounting

ACC1012: Personal Income Taxation (3)
The primary focus of this course is the preparation of federal and state income tax returns for the individual. Topics covered include calculation of gross income, deductions, tax computations and tax credits. Practical problems and preparation of returns are emphasized so as to give the student a working knowledge of the field. Offered periodically. For non-accounting majors. PREREQUISITE: ACC1201 or permission of the instructor

ACC1201: Financial Accounting (3)
Topics include: the basic structure, principles and practices of financial accounting, the nature and classification of accounts, the accounting cycle and the preparation of financial statements for both service and merchandising enterprises, design of accounting systems, coverage of cash, receivables, inventories, deferrals, accruals, plant assets, intangible assets and current liabilities. PREREQUISITE: None

ACC1601: Financial Accounting II (3)
This course continues the study of basic concepts and principles of financial accounting, as well as accounting for the partnership and corporate forms of business organizations, coverage of plant assets, intangible assets and current liabilities, long-term liabilities, investments financial statement analysis and the Statement of Cash Flows. PREREQUISITE: ACC1201

ACC2210: Managerial Accounting (3)
This course is a study of accounting as it serves the needs of management, principally in planning operations, controlling activities and making decisions. Course emphasis is on the use of accounting by those seeking careers in other areas of business. Topics covered include

financial statement analysis, cost terms, concepts and classifications, job-order costing, process costing, cost behavior analysis and use, cost-volume-profit relationships, profit planning, standard costs, budgeting and overhead analysis and relevant costs for decision making. PREREQUISITE: ACC1201

ACC2401: Intermediate Accounting I (3)
This course expands on the topics of elementary accounting with a more comprehensive study of the principles and practices of accounting. It includes a review of the accounting process and a study of the design and content of financial statements. Detailed coverage is given to the areas of cash, receivables and inventories. PREREQUISITE: ACC1601 or ACC2210

ACC2402: Intermediate Accounting I Laboratory (0)
This is the laboratory that meets for one hour, one time per week to support ACC2401, Intermediate Accounting I. CO-REQUISITE: ACC2401

ACC2601: Intermediate Accounting II (3)
This course provides further detailed coverage of accounting principles and practices in the areas of investments in stocks and bonds, plant assets, intangible assets, current and long-term liabilities and stockholders' equity. Other areas covered in detail include financial statement analysis and the Statement of Cash Flows. PREREQUISITE: ACC2401

ACC2602: Intermediate Accounting II Laboratory (0)
This is the laboratory that meets for one hour, one time per week to support ACC2601, Intermediate Accounting II. CO-REQUISITE: ACC2601

ACC3402: Auditing (3)
This course examines the fundamental theory, primary objectives and working procedures of auditing. The course is designed to familiarize the student with the ethics and duties of the independent certified public accountant. The major focus of the course centers around the examination, review and compilation of financial statements and their supporting accounts and financial records and the rendering of an accountant's report. PREREQUISITE: ACC2401

ACC3411: Cost Accounting (3)
This course is a study of accounting as it serves the needs of management, principally in planning, controlling, decision making and determining product cost for pricing, inventory valuation and income determination. Course emphasis is on the use of this information by those seeking careers in management accounting. Topics covered include cost terms, concepts and classifications, job-order costing, process costing, cost behavior analysis and use, cost-volume-profit relationships, profit planning with the master budget, standard costs, flexible budgets and overhead analysis, measuring managerial performance, pricing and services and relevant costs for decision making. PREREQUISITE: ACC1601 or ACC2210

ACC3422: Advanced Accounting I (3)
This course focuses on advanced accounting principles and practices. Topics covered include mergers and acquisitions, partnerships, international accounting and foreign currency

transactions and other topics of an advanced nature. PREREQUISITE: ACC2601 or permission of the instructor

ACC3431: Advanced Accounting II (3)
This course continues the study of advanced accounting principles and practices as they relate to nonprofit entities, including municipal governments, hospitals, universities and voluntary health and welfare organizations. Current topics in accounting are also discussed. PREREQUISITE: ACC2601 or permission of the instructor

ACC3440: Federal Income Taxation (3)
This course reviews the Federal Income Tax Law and Regulations as they relate to individuals. Topics covered include calculation of gross income, business and personal deductions, tax computations and tax credits. Practical problems and preparation of returns are also discussed. PREREQUISITE: ACC2601 or permission of the instructor

ACC3510: Fraud Examination (3)
This interdisciplinary course begins with the exploration of the nature of fraud, its costs and why it occurs. Emphasis then shifts to the analysis of the accounting and legal procedures used to fight or prevent the different types of fraud such as detection, investigation and the dispositions or resolutions available. PREREQUISITES: ACC1601 or ACC2210 and CRJ1400

ACC3520: Financial Statement Fraud (3)
This type of white-collar crime is also known as "cooking the books" where various schemes are used to manipulate, misstate, or omit financial information to deceive financial statement users. This in-depth study focuses on the detection and investigation of revenue-based, asset-based, liability-based and other financial statement fraud, schemes, as well as the auditor's liability in these criminal activities. PREREQUISITES: ACC3510 and CRJ3420

ACC3611: Advanced Federal Taxation (Continued) (3)
This course continues the study of the Federal Income Tax Law and Regulations. Topics covered include basis and determination of gain or loss, tax credits, capital gains and losses, regular and "S" corporations, partnerships and research methods in taxation. PREREQUISITE: ACC3440

ACC4875: Accounting Capstone (3)
This course familiarizes the student with the resources available to professionals in the fields of financial reporting, auditing and taxation. Topics discussed include Generally Accepted Accounting Principles, Generally Accepted Auditing Standards, the Internal Revenue Code, Internal Revenue Regulations, Revenue Rulings and court cases. The primary focus of the course is the completion of a major research project to serve as a capstone to the student's study in the accounting program. PREREQUISITE: Limited to accounting majors in their senior year.

American International College

AIC1100: Introduction to ACE (3)
This course is designed to help facilitate your success in college by helping you master the skills necessary to reach your personal and educational goals. The opportunity is provided to enhance

your ability to participate in and benefit from your total college experience. Learning Objectives: 1) Acquire effective learning and study skills such as time management, note taking, reading and study systems, test-taking skills, library research and writing skills, listening and communication skills. 2) Applying strategies that facilitate making a successful adjustment to college life such as understanding developmental tasks in college, understanding campus culture, policies and procedures, clarifying personal values and beliefs, understanding civility and civic responsibility, exploring educational and career interests, developing stress management skills and making healthy choices, understanding and appreciating individual and group differences, and exploring other issues of importance to college students. PREREQUISITE: None

AIC1005: Pathways to College Success (3)
The first course supporting the AIC Plan for Excellence (APEX) is an academic course designed around the core goal of helping students successfully navigate the college learning environment and help them to achieve their educational, career, and personal goals within the context of an empowering course community. Students will develop a strong foundation of academic success skills (e.g. written and oral communication, critical thinking, reflection, teamwork, and collaboration), engage in exploring their academic path and related career interests through co-curricular learning activities, and learn about critical campus resources to guide their identity as a college learner. PREREQUISITE: None

AIC1150: Community Service and Learning Experience (1)
The Community Service and Learning Experience is a one credit course that aims to prepare students to achieve success in their college careers through service learning. The program is designed to help students persist in their academic endeavors. The students learn how to become increasingly engaged in focused self-exploration, improve academic self-efficacy, promote and learn how to encourage their emotional well-being, personal growth, and decision-making skills, engage in student campus and surrounding communities, and explore their college financial literacy skills. The course involves guest speakers who inspire, motivate, and promote ways to show students how to strive for success. In addition, the students connect their learning with work outside the classroom with a community organization. Students are required to participate in a minimum of two hours of service activity a week, for example serving as an academic mentor to area high school students. The course concludes with a reflection paper and presentation of the student's learning experiences with community engagement. Students from both fall and spring semester will be invited to attend a yearly networking and recognition ceremony at the end of the spring semester. This course can be taken multiple times for up to a total of 3 credits. PREREQUISITE: NONE

AIC1160: English as a Second Language Support Class (1)
The course is aimed at helping non-native English-speaking students become confident with their English-speaking skills. The main idea is to focus on the student's ability to express themselves in everyday situations, to improve their confidence when speaking, and to improve their English pronunciation. The course material focuses on a variety of current topics to ultimately improve fluency, accuracy and ability to effectively communicate. Therefore, students work on pronunciation, vocabulary and idioms to further develop their conversational skills. They also receive individualized feedback on grammar usage and pronunciation errors. Topics relevant to

American culture will be incorporated into the learning process. Class activities include: group discussions, role play, pronunciation and individual presentations. PREREQUISITE: None

AIC2142: APEX 2 (2)
The second course supporting the AIC Plan for Excellence (APEX) will build upon the foundation of AIC1140. In this course, students will explore personal assessment and motivation, examine personal and professional goals, learn about internship and scholarship opportunities and their benefits, investigate leadership, and develop portfolios and a resume. This course is only for students who were enrolled prior to Fall 2024. PREREQUISITE: AIC1140 or AIC1100.

AIC2500: Special Topics (variable credit)
This course offers students the opportunity to explore a range of topics in career and professional development through the APEX department. Designed for flexibility, the course is offered for variable credit to accommodate changing themes and student interests. Students may enroll in the course up to four times, earning a maximum of nine credits. Topics vary by term and may include skill-building workshops, guest speakers, experiential learning, and guided career planning. Prerequisite: Permission of the instructor.

AIC3005: Pathways to Professional Success (2)
The final course supporting the AIC Plan for Excellence (APEX) will build upon AIC1005 Pathways to College Success. In this course, students will refine their post-AIC personal and professional goals, enhance their LinkedIn profiles and resumes, practice informational interviewing strategies, gain workplace competencies, and develop confidence in their next step post-graduation. Students will grow their professional networking skills and explore strategies to either: (1) connect with potential internship sites relevant to their major or (2) connect with potential graduate schools in their chosen field of study. PREREQUISITE: AIC1005 or AIC1100.

AIC4140: APEX 4 (1)
The final course supporting the AIC Plan for Excellence (APEX) will build upon APEX 3. In this course, students will learn how to integrate portfolios in interviews and professional networking, explore strategies to find employment, refine interview skills, start the implementation of their career goals, and understand budgeting and financial literacy. This course is only for students who have enrolled prior to Fall 2024. PREREQUISITE: AIC3140

American Studies

AMS 1100 Introduction to American Studies (3)
This course introduces students to the inter-disciplinary field of American Studies. Using historical studies, literature, films, contemporary analyses of political issues and/or music, students will be invited to explore the meaning of American ideals. In particular, ideals, such as the "American Dream," individualism, and equality, will be compared with the experiences of Americans. Special attention will be paid to disparities in experiences based on race, ethnicity, class, and gender. PREREQUISITE: None

Art

ART1000: History of Art (3)
The course analyzes the History of Art through the lens of these guiding questions: What is art? What is a curator? What is an art critic? What role does art play in human experience? What role do artists play in society? What does art say about the culture it was created in? Within the framework of these questions, students dig deep into a culture of choice and create a virtual museum. Pursuing equity, students infuse principles of decolonization into their virtual museums by carefully considering artwork choices, employing inclusive curatorial statements, creating accessible interactive experiences and privileging diverse voices. PREREQUISITE: None

ART1010: Aesthetic Experience in the Contemporary Visual Arts (3)
Students will study the changing definitions of art and artists over time and the role of art as it relates to philosophical, ethical and societal issues. The course also examines the formal elements of art and the standards by which a work of art is examined and judged. Other unit topics include aesthetic philosophy, identity, ritual, racism, sex/gender, politics, commerce and societal responsibility as demonstrated by art historical examples concentrating on contemporary arts. Students will have written coursework and studio work.

ART1030: Art Appreciation Through Drawing (3)
This introductory course in art appreciation examines mark-making as the essential and primary means of expression. Lecture, visual aids, research writing and units of drawing explore the creative impulse of artists like Leonardo da Vinci, Paul Klee, Pablo Picasso and untrained outsider artists. The student will develop a primary vocabulary of form, materials and methods for creative expression through studio work. Creativity and creative problem-solving strategies are considered in the context of everyday life. PREREQUISITE: None

ART1100: Art Appreciation Through Painting (3)
This course considers painting as it has developed from the early 19th century to the present through text, written assignments and studio exercises. Visual aids and other resources familiarize the student with various Modernist artistic movements and individual artists. Studio work allows the student to better understand the formal principles of design, the nature of paint as a medium and the practice of creative endeavor. PREREQUISITE: None

Arts and Entertainment Management

AEM1200: Arts and Entertainment Management: Blending Business with Artistic Prowess (3)
The first course in the Arts and Entertainment Management program will offer students a strong foundation as they prepare to navigate their field experience courses. Topics will

include human resource development, fundraising and grant cultivation, non-profit management, recruitment of artists, legal contracts, and DEI&B approaches to culture building and space and event management. PREREQUISITE: None

AEM1500: Developing and Recruiting Talent (3)
Arts and Entertainment managers and administrators must understand the process of mentoring, developing, and recruiting talent. Venues of all kinds work with independent and union artists and companies to bring their work as part of a season of entertainment. Although direct connection with artists is of value to the development of professional relationships, one must also work with artist representatives and agents. Topics will include tour management, rider negotiation, scheduling, accessibility needs. PREREQUISITE: None

AEM1601: Pre-Field Experience (1)
This one-credit experience will prepare students for the first of the three-course practicum progression. This course will meet once weekly for fifty minutes and will offer students the opportunity to become familiar with the many working elements of the spaces on campus they will be supporting later in their course work. Students will also be introduced to contracts and associated legal language and will take part in mock client meetings. PREREQUISITES: None

AEM2450: Community Development (3)
Community Development is the life blood for any arts and entertainment venue. You want the venue that you represent to be the center of community activity. Small venues in small communities often provide the only opportunities for artists and entertainers to showcase their work, while large venues in more competitive markets compete for community appeal. In this course, students will learn to recognize community partnerships as a key element of fiscal and social sustainability. Students will also engage in project proposal development and will be asked to choose unlikely partners to cultivate a community plan of action. PREREQUISITE: AEM1601 or permission of the instructor.

AEM2500: Field Work Experience I (2)
This two-credit course will offer students the opportunity to shadow students in Field Work 2 AEM3880. Students will be required to complete fifteen hours of event support time across the semester in which they take this course. Class time will be spent discussing upcoming events and needs and developing skills in problem solving, prioritization, space management/booking software and customer service engagement. PREREQUISITE: AEM1601 Pre-Field Work Experience

AEM3400: Nonprofit Governance (3)
Nonprofit organizations are governed by state and federal tax laws and are expected to follow best practices in their governance structure. Students in this course will learn the process by which an organization receives non-profits status, how to maintain that status and govern through use of clear policies and procedures that often undergo revision. Students will write by-law and policy language and will learn how to develop tiered approaches to ensure checks and balances. PREREQUISITE: None

AEM3550: Arts and Entertainment Marketing (3)
Marketing is an art form. To fully understand what you are selling is vital in identifying the most effective marketing plan. In this course students will learn to develop marketing plans and strategic initiatives for arts and entertainment venues. Artists and patrons must know that you and the venue you represent exist. In a highly competitive market how will you stand out from the pack? Environmental, social media, print, tv and radio marketing will be covered. PREREQUISITE: AEM2600

AEM3880: Field Work Experience II (2)
This two-credit course will offer students the opportunity to focus on marketing and development. Students will be required to complete 20 hours of event management time across the semester in which they take this course. Class time will be spent developing marketing for arts programming and rentals at AIC. Students will learn how to develop and retain a patron base and will create public-facing recruitment initiatives for external rentals. PREREQUISITE: AEM2500

AEM4200: Cultural Equity in Creative Leadership (3)
Leaders of arts and entertainment venues must recognize and support cultural development within their organizations and communities. DEl and B initiatives coupled with an intentional set of decisions regarding accommodations and cultural representation will ensure equity. Students will learn to assess work and public space needs and identify deficiencies *I* opportunities. A considerable Equity in Leadership project will offer students the opportunity to develop a cultural leadership plan of action. PREREQUISITE: Junior/Senior Status

AEM4400: Fundraising and Development (3)
Fundraising and Development are key elements to the fiscal success of any organization. AIC employs an office that focuses on development and fundraising to support institutional growth. Students in this course will learn effective fundraising strategies, the grant research and application process, and will develop fundraising proposals for large and a small internal and external initiatives. PREREQUISITE: Junior/Senior Status

AEM4600: Field Work Experience Ill (3)
This three-credit course will offer students key leadership positions within the internal and external rental structure. Students will be required to complete 30 hours of event management time across the semester in which they take this course. Class time will be spent discussing upcoming needs. Student will sign up for events as part of class work. They will be offered insight into event needs and contract requirements, and will meet with internal and external partners prior to each event and lead a pre-con meeting. Students will discuss event challenges and will share their experiences. PREREQUISITE: AEM3880

AEM4899: Art and Entertainment Management Internship (3)
This supervised work experience will offer students the opportunity to work for a professional entity. Students, with the help of faculty and staff, will secure internship placement the semester prior to taking this course. Students must complete 126 hours of work for a professional entity across the semester in which they take this course. Students

will set internship goals and will be assessed on those goals four times: week 5, mid-term, week 11, final. This course will meet once weekly to prepare for assessments and to share effective ways to best manage the internship experience. At the completion of the internship, students will present their accomplishments as part of a weeklong internship event. PREREQUISITE: Senior Status

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Biology

BIO1020: Animal Diversity in Massachusetts (4)
This course covers the animals of Massachusetts with a focus on the mammals, birds, reptiles and amphibians, as well as some freshwater fishes. The species found in western Massachusetts are emphasized. Diversity, conservation and human interactions with these animals are investigated. One two-hour laboratory period per week. PREREQUISITE: None

BIO1021: Animal Diversity in Massachusetts Laboratory (0)
Laboratory to accompany BIO1020. Students will examine sample specimens of animals found in Massachusetts to learn about their characteristics and natural history. Students may also do outdoor fieldwork to locate species or evidence of their presence in the environment. CO-REQUISITE: BIO1020

BIO1100: General Biology I (4)
This is a survey course of the basic physical and chemical principles essential to an understanding of molecular biology and its applications to the basic concepts of cellular morphology, physiology, cellular behavior, modern genetics, evolution and ecology. One two-hour laboratory period per week. This course is intended for non-science majors and may be used to satisfy the general education requirement for scientific perspectives and inquiry. PREREQUISITE: None

BIO1101: General Biology I Laboratory (0)
Basic laboratory techniques in biology will be stressed to illustrate chemical principles, cellular concepts, parasitism, modern genetics and principles of plant biology and ecology. CO-REQUISITE: BIO1100

BIO1110: General Biology II (4)
This course examines the structure and function of mammalian organ systems and their evolutionary development. One two-hour laboratory period per week. This course is intended for non-science majors and may be used to satisfy the general education requirement for scientific perspectives and inquiry. PREREQUISITE: None. BIO1100 recommended.

BIO1111: General Biology II Laboratory (0)
A continuation of BIO1101, this laboratory course emphasizes the microscopic and macroscopic examination of mammalian organ systems. CO-REQUISITE: BIO1110

BIO1130: Environmental Biology (4)

This is an introductory course that emphasizes the scientific aspects of environmental science. It is usually taken by non-science majors to meet the general education requirement for scientific perspectives and inquiry. The course examines physical, chemical and biological principles applied to environmental issues as well as case studies that involve politics, laws and ethics. Purchase of a lab kit through mail order may be required for the online version of this course. One two-hour laboratory period per week. PREREQUISITE: None

BIO1131: Environmental Biology Laboratory (0)
Students who need to fulfill their lab science requirement should take this lab in conjunction with BIO1130. Laboratory exercises will emphasize appreciation of the natural world, acquisition of basic biology lab skills, critical thinking, environmental problem solving and use of experimental techniques in environmental biology. CO-REQUISITE: BIO1130

BIO1200: Human Anatomy and Physiology I (4)
This course presents the basic patterns and organizational theories of the human body, including topics of interest for students seeking careers in the health sciences, using a systems approach from cellular levels and support systems to control and regulation. One three-hour laboratory period per week. PREREQUISITE: None

BIO1201: Human Anatomy and Physiology I Laboratory (0)
Laboratory to accompany Human Anatomy and Physiology I. Topics will include study of cell structure and function, histology of human tissues, bone structure, muscle structure and function, and structure of the human nervous system.
CO-REQUISITE: BIO1200

BIO1210: Human Anatomy and Physiology II (4)
This course continues the systematic exploration of the human body, including clinical considerations of the endocrine, cardiovascular, immune, respiratory, digestive, urinary and reproductive systems. One three-hour laboratory period per week. PREREQUISITE: BIO1200 or permission of instructor

BIO1211: Human Anatomy and Physiology II Laboratory (0)
Laboratory to accompany Human Anatomy and Physiology II. Students will examine the structure and function of the special senses, endocrine, immune, respiratory, cardiovascular, digestive, renal, and reproductive systems. CO-REQUISITE: BIO1210

BIO1250: Biology I for Health Sciences (4)
The primary purpose of this course is to provide you with the information you will need to make sense of biology in general and a few areas of biology in particular. Students will learn about how scientists go about the study of biology, the chemistry of life, how cells are constructed and why they are important, how energy is acquired and used by cells, how genetic information is passed from parents to offspring, and evolution. One three-hour laboratory period per week. PREREQUISITE: None

BIO1251: Biology I for Health Sciences Laboratory (0)

This laboratory course accompanies BIO 1250. Quantitative analysis is included in some labs. CO-REQUISITE: BIO1250

BIO1260: Biology II for Health Sciences (4)
This course is intended for students majoring in health sciences. It is an introduction to living organisms through the topics of taxonomy, evolution, the study of the human body and populations. One three-hour laboratory period per week. PREREQUISITE: None

BIO1261: Biology II for Health Sciences Laboratory (0)
This laboratory course accompanies BIO1260. The topics covered include evolution, the human body and populations. Quantitative analysis is included in some labs. CO-REQUISITE: BIO1260

BIO1300: Principles of Microbiology (4)
This course introduces the student to the biology of microorganisms and viruses. The course is geared toward students in the health science fields and covers human pathogens and their control and the immune response. Laboratory exercises cover microbial diversity and techniques used to identify bacteria. One three-hour laboratory period per week. PREREQUISITE: None

BIO1301: Principles of Microbiology Laboratory (0)
Laboratory to accompany BIO 1300, Principles of Microbiology. Students will learn techniques of microbial culture, isolation, and specialized staining.
CO-REQUISITE: BIO1300

BIO1400: Biology I (4)
This course is intended for students majoring in biology. It is an introduction to living organisms through the topics of molecular biology, biochemistry, cell biology and genetics. One three-hour laboratory period per week. PREREQUISITE: None

BIO1401: Biology I Laboratory (0)
This laboratory course accompanies BIO 1400, Biology I. Topics explored in lectures will be demonstrated in a laboratory setting. CO-REQUISITE: BIO1400

BIO1500: Biology II (4)
This course is intended for students majoring in biology. It is an introduction to living organisms through the topics of taxonomy, evolution, the diversity of life and physiology. One three-hour laboratory period per week. PREREQUISITE: None

BIO1501: Biology II Laboratory (0)
This laboratory course accompanies BIO 1500. The topics covered include evolution, diversity of organisms and ecology. Quantitative analysis is included in some labs. A comprehensive survey of major groups of organisms and their characteristic structures will be investigated. Some introductory ecology is explored which may include one field trip.CO-REQUISITE: BIO1500

BIO2345: Genetics (4)
This course covers the principles of genetics from Mendel to modern genetic techniques used in biotechnology. One three-hour laboratory period per week. PREREQUISITES: BIO1400, BIO1500, either BIO1300 or BIO2430, and CHE1600, CHE1700

BIO2346: Genetics Laboratory (0)
Laboratory course to accompany BIO 3450, Genetics. Topics explored in lectures will be demonstrated in a laboratory setting. Emphasis will be placed on problem-solving applicable to modern genetics. CO-REQUISITE: BIO2345

BIO2410: Animal Histology (4)
This course includes a comprehensive presentation of mammalian microscopic anatomy. The organization of tissues, organs and organ systems will be examined. One three-hour laboratory period per week. PREREQUISITES: BIO3240 or BIO1200 and BIO1210

BIO2411: Animal Histology Laboratory (0)
Laboratory to accompany BIO 2410 Animal Histology. Students will examine the microscopic structure of mammalian cells and tissues. CO-REQUISITE: BIO2410

BIO2430: Microbiology (4)
The student will study the biology of representative microorganisms and viruses with emphasis on prokaryotic structure, metabolism, genetics and diversity. Food microbiology is also covered. The laboratory focuses on the diversity and identification of bacteria. One three-hour laboratory period per week. PREREQUISITES: CHE1210 or CHE1600, CHE1700 (CHE1210 and CHE1700 may be taken concurrently with BIO2430) and either BIO1200 and BIO1210, or BIO1400

BIO2431: Microbiology Laboratory (0)
Laboratory course to accompany BIO 2430, Microbiology. Topics explored in lectures will be demonstrated in a laboratory setting. Students will learn techniques of microbial culture, isolation, and specialized staining. CO-REQUISITE: BIO2430

BIO2440: Ecology (4)
This course covers the fundamental concepts of how organisms interact with each other and with their environment. There is use of taxonomy and practice in finding key characteristics of organisms to focus on keying and identifying organisms in the lab and in the field. Also, quantitative analysis of data is performed regarding basic ecological concepts in the lab, in the field and through the use of software. One three-hour laboratory period per week and three field trips per semester. PREREQUISITES: BIO1400 and BIO1500

BIO2441: Ecology Laboratory (0)
Laboratory to accompany BIO 3440, Ecology. Topics covered include identification of organisms and field sign; using dichotomous keys; competition and carrying capacity; animal behavior; water and soil analysis and basic sampling techniques. Some field trips are included to investigate some aspects of both aquatic and terrestrial ecosystems. CO-REQUISITE: BIO2440

BIO3200: Human Functional Anatomy (3)
This course introduces the student to basic concepts of kinesiology, biomechanics and anatomy as applied to human motion. Primary areas of study will include the foundations of kinesiology, functional anatomy, posture, gait, and motion analysis. PREREQUISITE: BIO1200, and PHY1200 or PHY1600, or EXS3100 or permission of instructor.

BIO3240: Comparative Vertebrate Anatomy (4)
A comparative study of the classes of vertebrates, this course emphasizes the evolution of morphological characteristics. One three-hour laboratory period per week. PREREQUISITES: BIO1400 and either BIO1500 or BIO1200 and BIO1210

BIO3241: Comparative Vertebrate Anatomy Laboratory (0)
This is a comprehensive survey of vertebrate structure of major vertebrate groups, including tissues and organs of body systems. Representatives of jawless fishes, cartilaginous fishes, bony fishes, amphibians and mammals are studied by observing tissues, organs and through dissection. Some quantitative measurements are studied. Vertebrate diversity is studied, including past and present groups. CO-REQUISITE: BIO3240

BIO3300: Pathophysiology (3)
A study of concepts and information about disease as it occurs in the individual, this course involves the study of pathologies pervading all systems and those unique to specific organ systems. PREREQUISITES: BIO1200, BIO1210, and either BIO1300 or BIO2430, CHE1210 or CHE1600, and CHE1700

BIO3400: Cell Biology (4)
This course is an ultrastructural examination of cellular organelles, with emphasis placed on molecular activity and the communication between the internal and external environments of the cell. One three-hour laboratory per week. PREREQUISITE: BIO1400, CHE1600 and CHE1700, or permission of instructor

BIO3401: Cell Biology Laboratory (0)
Laboratory course to accompany BIO 3400, Cell Biology. Topics explored in lectures will be demonstrated in a laboratory setting. CO-REQUISITE: BIO3400

BIO3410: Immunology (4)
The principles of immunology are presented, including the general properties of the immune response, lymphocyte specificity and activation, immune-genetics, antigen-antibody interactions, congenital and acquired immune-deficiencies, the functions of cytokines and serology. The laboratory includes exercises and experiments illustrating the lecture topics. One three- hour laboratory period per week. PREREQUISITES: BIO1400, BIO1500, either BIO1300 or BIO2430, CHE1600 and CHE1700 or permission of the instructor.

BIO3411: Immunology Laboratory (0)
Laboratory course to accompany BIO 3410, Immunology. Topics explored in lectures will be demonstrated in a laboratory setting. CO-REQUISITE: BIO3410

BIO3420: Comparative Embryology (4)
This course presents the general principles and concepts of comparative vertebrate embryology accompanied by an evaluation of pertinent advances in developmental biology. One 3 -hour laboratory period per week. PREREQUISITES: BIO3240 or BIO1200 and BIO1210

BIO3421: Comparative Embryology Laboratory (0)
The structure of animal embryos is investigated including the stages of development of the sea urchin, frog, chicken and humans. Additional vertebrates and invertebrates are investigated to a lesser extent and all included organisms are compared. Experiments investigating the conditions that regulate developmental stages are performed. CO-REQUISITE: BIO3420

BIO3430: Animal Physiology (4)
Physiological control mechanisms are examined on cellular and organismal levels. Emphasis is placed on the relationship of structure to function, and the role of underlying regulatory processes. One three-hour laboratory period per week. PREREQUISITES: BIO3240 or BIO1200 and BIO1210; CHE1600, CHE1700, or permission of the instructor

BIO3431: Animal Physiology Laboratory (0)
Laboratory course to accompany BIO 3430, Animal Physiology. The laboratory includes experiments and exercises illustrating principles of homeostasis, muscle action, nerve transmission, cardiovascular function, fluid balance, and sensory function. CO-REQUISITE: BIO3430

BIO3460: Environmental Microbiology (4)
A study of the activities, interactions and distribution of microorganisms in the environment, this course emphasizes the biogeochemical cycles, importance of microorganisms in ecosystems and microbial biodegradation of pollutants and other substances. The laboratory will introduce students to the techniques of isolation, identification and enumeration of microbes from nature. One three-hour laboratory period per week. PREREQUISITES: BIO1300 or BIO2430, BIO2440, CHE1600, CHE1700

BIO3461: Environmental Microbiology Laboratory (0)
Laboratory course to accompany BIO 3460, Environmental Microbiology. Topics explored in lectures will be demonstrated in a laboratory setting. One three- hour laboratory period per week with laboratory fee.CO-REQUISITE: BIO3460

BIO 3470: Virulence in Microbial Pathogens (4)
This course introduces the student to virulence factors in microbial pathogens. Topics examined include microbial structures and their relationship to basic mechanisms of bacterial pathogenesis; structure, function, and genetics of bacterial toxins; and host resistance and immunity. Antimicrobial compounds, vaccines, and mechanisms of antimicrobial resistance will be covered. The course will also discuss pathogenic organisms of major public health importance, diseases caused, and their epidemiology. One 3-hour laboratory period per week. PREREQUISITE: BIO1300 or BIO 2430, or permission from instructor

BIO 3471 Virulence in Microbial Pathogens Laboratory (0)

Laboratory to accompany BIO3470. Laboratory exercises will cover molecular, genetic, and biochemical approaches to characterize and identify disease-causing agents. CO-REQUISITE: BIO3470

BIO3800: Special Topics (1-4)
This course provides an opportunity for the Biology department to present varied topics of interest in modern biological science. It allows for an advanced treatment of topics introduced in foundation coursework. The course is listed for variable credit to allow for flexibility of topic selection and the option to run the course with a laboratory component. It is likely to run most frequently as either a 3-credit lecture/discussion or a 4-credit lecture/discussion/lab course. Laboratory hours and credits will be determined by topic. PREREQUISITES: BIO1400 and BIO1500 and Permission of instructor

BIO4030: Molecular Biology (4)
This course explores the foundations of molecular biology and surveys many applications of molecular biology in academic, medical, industrial and agricultural fields. Throughout the course, ethical and social concerns related to these applications are highlighted. The laboratory portion of the course emphasizes hands-on training in recombinant DNA techniques and computational analysis of data. Recent advances in large-scale genomic sequencing, whole-genome functional analysis, computational molecular biology and bio-informatics topics are also covered. One three-hour laboratory period per week. PREREQUISITES: BIO1400, BIO1500, CHE1600 and CHE1700. BIO3450 is recommended

BIO4031: Molecular Biology Laboratory (0)
Laboratory course to accompany BIO 4030, Molecular Biology. Topics explored in lectures will be demonstrated in a laboratory setting. CO-REQUISITE: BIO4030

BIO4200: Wildlife Biology and Conservation (4)
This course will introduce the student to the biology of wildlife management, including a brief history of conservation management and current issues in wildlife management. The primary emphasis is on techniques used in the study of vertebrate populations and their interactions with humans. Principles of vertebrate population ecology/dynamics will be investigated. One three-hour per week laboratory. PREREQUISITES: BIO1400 and BIO1500 or permission of instructor

BIO4201: Wildlife Biology and Conservation Laboratory (0)
This lab will require students to learn and apply field and lab techniques common in the field of wildlife biology such as mark and capture techniques, radio telemetry, chemical immobilization and necropsy procedures. Field trips and review of current literature in applied techniques will be included. CO-REQUISITE: BIO4200

BIO4220: Vertebrate Zoology (4)
This course involves the in-depth study of the classes of vertebrates with emphasis placed on morphological and physiological grades of organization. The evolution, geographic distribution and taxonomy of local vertebrates are also stressed. Independent student investigations will be designed, performed and presented. One three-hour laboratory period per week. PREREQUISITE: BIO2400, restricted to juniors and seniors majoring in biology.

BIO4221: Vertebrate Zoology Laboratory (0)
Laboratory course to accompany BIO 4220. Topics explored in lectures will be demonstrated in a laboratory setting. CO-REQUISITE: BIO4220

BIO4350: Evolution (3)
Mechanisms of variation and adaptation in individuals and populations will be examined with emphasis on historical and current concepts of speciation and systematics. PREREQUISITES: BIO2400, BIO1300 or BIO2430, minimum junior standing as a biology major, human biology major, or permission of instructor.

BIO4698: Directed Study (3)
Students wishing to pursue directed study in advanced or specialized areas in any of the 3000-level courses may do so with departmental permission. A thesis and final oral presentation are required. Laboratory work within the area of independent studies may be pursued under the provisions of BIO4833 or BIO4834. PREREQUISITE: Permission of the department chair.

BIO4798: Directed Study (3)
This is a continuation of BIO4698. PREREQUISITE: BIO4698

BIO4803: Senior Seminar in Biology (3)
The student will present seminars on current topics of biological research. Oral presentation techniques will be emphasized, and a term paper is required. PREREQUISITE: Restricted to seniors majoring in biology.

BIO4804: Senior Seminar in Human Biology (3)
The student will present seminars on current topics of biological research. Oral presentation techniques will be emphasized, and a term paper is required. PREREQUISITE(S): Restricted to seniors majoring in human biology.

BIO4833: Research Problems (1-4)
Biology majors will have the opportunity to conduct supervised research on individual research problems or to assist faculty in their research. Laboratory hours and credits will be determined on an individual basis. A research paper and presentation are required. PREREQUISITE: Permission of Department Chair.

BIO4834: Research Problems (1-4)
This is a continuation of BIO4833. Laboratory hours and credits will be determined on an individual basis. PREREQUISITE: BIO4833

BIO4899: Biology Internship (3)
This course provides students with the opportunity to apply the knowledge gained and skills developed throughout the program either in a laboratory setting external to the college or in fieldwork. Each student will work 126 hours over the course of the semester at this site. Coursework required includes, but is not limited to, the weekly submission of work logs and

discussions and a final paper or presentation summarizing the internship experience. PREREQUISITE: Senior status and GPA of 2.0 or higher in the major.

Business

BUS1407: Business Communications (3)
This course provides students with the tools and techniques to effectively communicate and present reports and ideas in the business environment. Included in the course is the proper construction of business reports, letters, memos and other communiques. Also included is the proper construction of a business presentation complete with visual aids (presentation tools such as PowerPoint). The course also provides the student with the use of information research techniques to find, analyze and evaluate published business information and properly cite references. The student is given the opportunity to develop a recommendation to a business scenario and present it both in writing and orally. PREREQUISITES: ENG1201, ENG1202

BUS3000: Business Law (3)
This course introduces students to the fundamentals of law and the legal system as these apply to business transactions. Specific topics covered in the course are: contracts, agency, intellectual property rights, negotiable instruments, forms of business ownership, personal property and real property. PREREQUISITE: Junior or senior status

BUS4899: Business Internship (1-12)
The object of the internship program is to give the student practical experience in a corporate, government, or other non-profit organization. Intern assignments should match the student's future vocational plan. Coursework includes, but is not limited to, an introductory paper discussing what the student expects to learn in this setting, instead of the classroom, and a final paper summarizing the internship experience. The course credits vary from 1-12 academic hours. Credits awarded will be determined by the number of hours actually worked in the organization. This course may be repeated for additional credit. PREREQUISITES: Business major or minor, preferably of junior or senior status or with the approval of the instructor and division chair.

Chemistry

CHE1100: Chemistry and Society I (4)
This course is an introduction to some basic concepts in chemistry in the context of major issues of concern in today's world. Topics related to the environment will be covered and include: the chemistry of air pollution, ozone depletion, the greenhouse effect and climate change, energy, acid rain and water pollution. The laboratory presents experiments that support the topics discussed in class to illustrate how chemistry is practiced and to demonstrate how chemists solve problems. The course is intended for non-science majors and may be used to satisfy the general education requirement for scientific awareness. PREREQUISITE: None

CHE1101: Chemistry and Society I Laboratory (0)
This is the laboratory to accompany CHE1100, Chemistry and Society I. Basic laboratory techniques in chemistry will be covered in experiments to complement the topics explored in classroom lectures. One two-hour laboratory session per week. CO-REQUISITE: CHE1100

CHE1110: Chemistry and Society II (4)
This course is an introduction to some basic concepts in chemistry in the context of major issues of concern in today's world. Topics related to the health and well-being of humans will be covered and include plastics and polymers, nutrition, medicines and drugs, genetic engineering and DNA, forensic chemistry and art and science. The laboratory presents experiments that support the topics discussed in class to illustrate how chemistry is practiced and to demonstrate how chemists solve problems. The course is intended for non-science majors and may be used to satisfy the general education requirement for scientific awareness. PREREQUISITE: None

CHE1111: Chemistry and Society II Laboratory (0)
This is the laboratory to accompany CHE1110, Chemistry and Society II. Basic laboratory techniques in chemistry will be covered in experiments to complement the topics explored in classroom lectures. One two-hour laboratory session per week. CO-REQUISITE: CHE1110

CHE1200: Introduction to Chemistry (4)
This course surveys the fundamentals of chemical science, including the structures of elements and compounds, states of matter, properties of some important substances and the chemistry of aqueous solutions. The laboratory introduces the use of basic chemical apparatus in observing chemical phenomena and making scientific measurements. This course is not accepted toward a science major. PREREQUISITE: None

CHE1201: Introduction to Chemistry Laboratory (0)
This is the laboratory to accompany CHE1200, Introduction to Chemistry. Experiments that complement the lecture material will be performed. One three-hour laboratory per week. CO-REQUISITE: CHE1200

CHE1210: Chemistry for Nursing (4)
This course provides the basic principles of inorganic and organic chemistry and an introductory understanding of the basic biological molecules that make up the cell, along with the biochemical reactions that allow it to function. General chemistry topics include ionic and molecular compounds, properties of liquids and solutions and acids and bases. The organic chemistry material includes the basic principles of the major families of organic compounds, their properties, nomenclature of simple organic compounds and chemical reactions. The biological portion presents topics in proteins and amino acids, enzyme and coenzyme chemistry, carbohydrates, nucleic acid and lipids, and a simple description of metabolism. This is a one-semester course intended primarily for nursing majors. PREREQUISITES: CHE1200 or a recent high school chemistry course.

CHE1211: Chemistry for Nursing Laboratory (0)

This is the laboratory to accompany CHE1210, General, Organic and Biological Chemistry. Experiments that complement the lecture material will be performed. One three-hour laboratory per week. CO-REQUISITE: CHE1210

CHE1600: General Chemistry I (3)
This course presents fundamental principles of chemistry including a study of atomic and molecular structure, the states of matter, nomenclature, stoichiometry, types of reactions, gas laws and thermochemistry. It is an introductory course for science majors and is the course required for admission to professional schools in the health sciences. It may also be used to satisfy the college's general requirement in science. PREREQUISITE: MAT1840 or concurrent enrollment in MAT1840

CHE1601: General Chemistry I Laboratory (1)
This course covers the basic laboratory techniques in general chemistry and illustrates chemical principles through laboratory experiments. One three-hour laboratory session per week. CO-REQUISITE: CHE1600

CHE1700: General Chemistry II (3)
This course includes a study of important aspects of chemistry, including Lewis structures and molecular geometry, intermolecular forces, crystal structure, chemical kinetics, acids and bases, equilibrium, thermodynamics, electrochemistry and the chemistry of aqueous solutions. PREREQUISITE: CHE1600

CHE1701: General Chemistry II Laboratory (1)
This course involves instruction in further laboratory techniques appropriate to the growing competence of the students and encourages exploration of the chemical principles being discussed in lecture through the use of laboratory experiments. One three-hour laboratory session per week. CO-REQUISITE: CHE1700

CHE2200: Introduction to the Scientific Literature (1)
This course provides an introduction to the ways scientists communicate their theories and findings including scientific journals, seminars, poster sessions, etc. Students will assess the quality of journal articles, write papers in the scientific idiom and make oral presentations. The library and computer databases will be covered. PREREQUISITE: CHE1600 or permission of the instructor

CHE2400: Organic Chemistry I (3)
This course is an integrated study of the bonding and structure of organic compounds with emphasis on reaction types, reaction mechanisms and synthesis; the chemistry of hydrocarbons and alcohols is covered in depth. PREREQUISITE: CHE1700

CHE2401: Organic Chemistry I Laboratory (1)
This laboratory course teaches students a suite of basic techniques for the preparation and identification of organic compounds, including extraction, multiple distillation techniques, thin layer chromatography, gas chromatography, polarimetry, IR spectroscopy, refractive index,

various purification methods, and others. One three-hour laboratory session per week. CO-REQUISITE: CHE2400

CHE2500: Organic Chemistry II (3)
This course introduces the common techniques of organic spectroscopy before moving on to the chemistry of important functional groups including as ketones, aldehydes, amines, carboxylic acids and their derivatives, ethers, epoxides, aromatic compounds and others. PREREQUISITE: CHE2400

CHE2501: Organic Chemistry II Laboratory (1)
This course builds on the students' increasing understanding of the laboratory techniques of Organic Chemistry to explore the chemical principles being covered in the co-requisite lecture (CHE2500). Experiments may include the synthesis of polymers, azo dyes, or other molecules of interest, Friedel-Crafts Acylation, quantitative analysis of S_NAr reactions, or others. One three-hour laboratory session per week. CO-REQUISITE: CHE2500

CHE2600: Analytical Chemistry (4)
This course presents a comprehensive examination of electrolytic solutions, including acid-base, oxidation-reduction and solubility equilibria and provides an introduction to modern analytical methods. PREREQUISITE: CHE2500

CHE2601: Analytical Chemistry Laboratory (0)
This laboratory course consists of the analysis of representative inorganic unknowns by gravimetric, volumetric, and spectroscopic methods. One three-hour laboratory session per week. CO-REQUISITE: CHE2600

CHE3200: Introduction to Biochemistry (3)
This course is a one semester introduction to the central concepts and principles of biochemistry. It surveys the principal types of molecules that make up living things: proteins, carbohydrates, lipids, and nucleic acids. It also covers the central trunk of energy metabolism: glycolysis, the citric acid cycle, and oxidative phosphorylation. Various special topics may also be explored, including enzyme kinetics, signal transduction, and photosynthesis. PREREQUISITES: CHE2400/2401 and CHE2500/2501 CO-REQUISITE: CHE3201

CHE3201: Introduction to Biochemistry Laboratory (1)
This is the lab component for the lecture course CHE3200 Introduction to Biochemistry. Students will gain familiarity with some common lab techniques in Biochemistry, including tools for quantifying proteins and carbohydrates, studying the activity of organelles, and practical applications of biochemical techniques. This lab is usually taken concurrently with CHE3200 in the junior or senior year by majors in biology, minors in biochemistry and chemistry, and the pre-professional programs. CO-REQUISITE: CHE3200

CHE3650: Spectroscopy of Organic Compounds (3)
This course is a study of the modern spectroscopic techniques used to characterize organic compounds, including nuclear magnetic resonance, mass spectrometry, UV and IR spectroscopy. PREREQUISITE: CHE2500

CHE3651: Advanced Organic Laboratory Techniques (1)
This laboratory course explores the synthesis, separation, purification and characterization of organic compounds using various advanced techniques. One three-hour laboratory session. PREREQUISITE: CHE2501 CO-REQUISITE: CHE3650

CHE4050: Instrumental Analysis (4)
This course examines the theory and instrumentation of optical electro-chemical and chromatographic methods of chemical analysis in current use in industry and research. PREREQUISITE: CHE2600 or permission of the instructor.

CHE4051: Instrumental Analysis Laboratory (0)
This is the laboratory course that accompanies CHE4050, Instrumental Analysis. Experiments will be performed that support the topics covered in lecture. One three-hour laboratory session per week. CO-REQUISITE: CHE4050

CHE4100: Medicinal Chemistry (3)
This course introduces students to the application of organic chemistry in medicine, particularly the characteristics and design of pharmaceuticals and their behavior in the body. Topics from biochemistry are introduced as needed. Pharmacokinetics and pharmacodynamics are covered, and an introduction is given to the formulary common to U.S. medical practice. This course is intended principally for students planning to go on to graduate education in the health sciences. PREREQUISITE: CHE2400

CHE4698: Directed Study (3)
The student will conduct individual laboratory or theoretical work under the supervision of a staff member. Laboratory hours will be arranged on an individual basis. PREREQUISITE: Permission of the instructor.

CHE4840: Senior Seminar (2)
In this course, each student conceives, develops, and carries out a laboratory research project in the area of chemistry or biochemistry. The investigation will be an extension of techniques and skills acquired in previous chemistry courses, ending with a written research paper and oral presentation. This course serves as the culminating experience for the biochemistry and chemistry majors. PREREQUISITE: This course is limited to biochemistry and chemistry majors in their senior year.

CHE4841: Senior Seminar Laboratory (0)
This is the laboratory course accompanying CHE4840, Senior Seminar. One three-hour laboratory session per week. CO-REQUISITE: CHE4840

CHE4900: Chemistry Research (1-6)
This course is designed for a student, working with a faculty member, to develop, plan and execute an individualized laboratory research project in biochemistry or chemistry. The student and faculty member will hold, minimally, one meeting per week to discuss the student's progress on the project. At the end of the semester the student will submit a written research paper and give an oral presentation to the members of the department. The course may be taken a

maximum of two times for a maximum of 6 total credits. PREREQUISITE: Junior or Senior status only, with at least 4 semesters of chemistry and permission of the Chair.

Communication

COM1213: Digital Media Production I (4)
This course is based on the theoretical and practical exploration of design and production techniques using primarily audio and video as a medium of communication. Students will learn the basics of video production, audio mixing and editing. Our multi-station Mac Lab and production studio, along with our recording studio, offer professional-level software (Final Cut Pro and the Adobe suite) and hardware (camera, microphones, light kits, etc.) Students will develop the skills necessary to conceive, write, storyboard, shoot and edit several projects over the semester. PREREQUISITE: None

COM1281: Introduction to Mass Communication (3)
Students will study theories of mass communication and the role that mass communicators play in modern society. The rise of print and electronic media will be discussed in detail. Special attention will be given to the rights, responsibilities and practices of mass media and merging trends. PREREQUISITE: None

COM1282: Media Literacy (3)
Students will study theories of mass communication and the role that the media and content creators play in modern society. The rise of print, electronic and digital media will be discussed and analyzed. Students will learn that media literacy is vital in today's environment and will critique forms of mass communication including music, TV/movies, software applications and news. Special attention will be given to the rights, responsibilities, merging trends and practices of mass media. PREREQUISITE: None

COM1403: Public Relations I (3)
This course is the first of a four-course progression in Public Relations and Social Media Management. This course will offer students a theoretical and historical perspective while introducing them to the foundational elements of PR. Students will be trained on software used to compile and edit the Yellow Jacket Newspaper and will write an article for one issue during the semester in which they take this course. Students will explore theories of public opinion, mass communication and audience research and apply that learning toward creating targeted messages in media such as print, direct mail, broadcast and cable television, web and mobile applications. PREREQUISITES: None

COM1410: Digital Photography I (3)
Fundamental visual art principles constitute the basis of effective visual communication. This hands-on course explores these fundamentals while applying the creative approaches unique to digital photography. Students will learn how to use advanced digital cameras (DSLR) to create an on-line portfolio, as well as techniques to manage and archive media. In addition, students will develop a framework to analyze and evaluate photographs, whether created by themselves or others. PREREQUISITE: None

COM2403: Public Relations II (3)
This course is the second of a four-course progression in Public Relations and Social Media Management. Students will learn how to research and write investigative journalistic pieces. Investigative reporting assignments will contribute to the Yellow Jacket Newspaper. The class will edit each issue of the Yellow Jacket in small groups. Particular attention will be paid to sources, public records, and global searches, as well as privacy and ethical issues. Students will write and develop a series of projects that prepare for, respond to, and reflect upon investigative journalistic pursuits. PREREQUISITE: COM1403

COM2411: Digital Photography II (3)
This course builds on and deepens work with the fundamental visual art principles introduced in Digital Photography I. Students will employ advanced techniques using digital cameras and the college's digital darkroom (Adobe Photoshop). Students will enhance their online portfolios, as well as create hands-on communication projects that benefit the college community. The framework for analyzing and evaluating images will be expanded. PREREQUISITE: COM1410

COM2413: Digital Media Production II (4)
This course builds on COM1213 Digital Media Production I and teaches the skills required to advance in the media production industry. Students will learn advanced production and editing techniques for studio and remote production. Every student will have the opportunity to engage in the various roles within media production- as a scriptwriter, camera operator, editor, sound mixer, producer, director and more. Combined with a theoretical background in visual storytelling, this class prepares students to work in various industries, including film and television, sports media, local/regional news, and emerging media positions related to streaming video and web-based productions. PREREQUISITE: COM1213

COM2460: History of Photojournalism (3)
This course is a survey of photojournalism, tracing the development from Civil War origins to contemporary practice. Changes in photographic technology and the resulting impact on the craft will be examined. Students will discuss the role of photojournalists who record history in a society built on images. PREREQUISITE: ENG1201 or ENG1601 or permission of instructor.

COM2500: Newspaper/Publishing Lab (1)
Students will be required to write four stories for the Yellow Jacket Newspaper, covering topics and events for Sports, Arts, Leisure, and Current/Campus Events. Students will collect and submit ethically-sourced quotations for each story from the AIC community and submit two original photographs with each submission by the designated deadline. Students may only take this one-credit course a total of three times. PREREQUISITE: ENG1202

COM2630: Writing for Media (3)
An introduction to the basic principles and techniques of writing for the media. Formats include informational, persuasive and entertainment content for a variety of audiences across different types of media and platforms. Students will write scripted material for traditional media (radio, TV and print) and produce written content across various digital platforms, including podcasts, streaming audio/video, social media and other web-based industries. PREREQUISITE: None.

COM2701: Audio Production & Podcast Storytelling (3)
In this course, students will learn the craft of audio-based storytelling, utilizing the techniques of audio production and journalistic reporting. Special attention will be given to the podcasting industry and its use of fiction and non-fiction-based narratives. Students will learn how to combine precise writing, compelling interviews, and sound design to create broadcast-quality content. This class will examine individual style/personas, ethical concerns, and innovative models of presenting and distributing audio storytelling in a digital landscape. Students will be required to produce short and long-form projects in which they will learn the steps necessary to conceive, produce and distribute their work. PREREQUISITE: None

COM3201: Public Relations (3)
Students will explore theories of Public Opinion, Mass Communication and Audience Research and apply that learning toward creating targeted messages in media such as print, direct mail, broadcast and cable television, web and mobile applications. PREREQUISITES: COM2630

COM3240: Media Law and Ethics (3)
This course covers the rights and responsibilities of mass media practitioners such as reporters, editors, moderators, influencers, etc., as well as the impact of conglomeration on mass media. This course looks at the values of those who work in the news/information business and the moral dilemmas they face in an increasingly complex and litigious society. The course includes lectures, case studies and guest speakers. Topics covered include privacy and an overview of libel law and the impact of conglomeration on the news business in general. PREREQUISITES: ENG1202 or ENG1602

COM3260: Writing for Stage and Screen (3)
This course focuses on the craft of scriptwriting for theater and film. While similar in form, screenwriting and playwriting require different approaches, both of which will be explored in this course. Topics include generating ideas, plot and story development, writing action and dialogue, and dramatic/cinematic structure and form. Students will be introduced to a wide range of film/stage play formats and styles through the study of traditional and modern plays and films. Students will experience practical work in the writing of scripts with attention to traditional dramaturgy. Students will be required to write a one-act play and the first act of a feature screenplay. PREREQUISITE: ENG2325

COM3290: Great Directors (3)
One approach to cinematic studies is to consider the films of certain recognized great directors. Among the directors to be considered in this course are Alfred Hitchcock, Spike Lee and Francois Truffaut. PREREQUISITE: None

COM3403: Public Relations III: Crisis and Communication Management (3)
This course is the third of a four-course progression in Public Relations and Social Media Management. Students will learn how to best respond to crisis in the world of PR management. Crisis offers the opportunity to think critically and creatively while compiling the information necessary to effectively respond. Units will include navigating cancel culture, DEI&B, political, legal and tragedy/devastation communication. Students will be offered case studies and will

individually and in groups prepare crisis responses. Students will also learn how to manage crisis across twenty-first century platforms and modes of communication to ensure consistency. PREREQUISITE: COM2403

COM3413 Digital Media Production Ill (4)
As students move into their third section of Digital Media Production, they will learn what is required to work in a professional production environment. Each student will select a core role in the production team- scriptwriter, producer, director, talent, camera operator, editor, or sound mixer/designer; they will be responsible for working in up to three of these core roles throughout the semester. Students will also be required to work practicum hours under the supervision of the division chair. Practicum work will include assisting in productions and mentoring students in Digital Media Production I and II. PREREQUISITE: COM2413

COM3450: Feature and Opinion Writing (3)
Students will learn to write feature stories and opinion pieces for newspapers and magazines. In addition to learning the elements of good feature and opinion writing, this course shows how to take story ideas and turn them into published articles for newspapers, magazines and literary journals. Current feature and opinion stories will be discussed. Students will write a minimum of 15 pages (4500 words) in the genres. PREREQUISITE: None.

COM3462: Digital Photography III (3)
This course cultivates the development of a student's personal photographic style. Students will consciously explore a range of genres, such as nature photography, abstract photography, commercial photography and landscape photography. Students will also investigate a variety of tools, ranging from shooting film to using studio lighting. Culminating projects that benefit the college community will be created. PREREQUISITES: COM1410 and COM2411

COM3680: Communication Research (3)
This course explains the basic concepts of media research. Included are measurement and methodologies for measuring the effectiveness and impact of mass mediated messages (from radio, newspaper and TV to web site hits). Recognition tests, recall and association tests, opinions and attitude ratings, projectile methods, laboratory testing and content analysis are each explained and studied. Research applications focus mainly, but not entirely, on consumers of mass media. Quantitative as well as qualitative methods are discussed in detail. PREREQUISITES: Students must have senior standing.

COM3830: Digital Media Applications (3)
The course covers the technical and creative aspects of transmitting converged media across a wide variety of platforms. This course utilizes student's skills in digital video photography, editing, and sound, emphasizing the potential of multiple platform presentation including social media, television, cable, streaming, and emerging media. Students will learn the importance of compressing/encoding media, non-linear editing, audio/video production and more. PREREQUISITE: COM1212 or COM1400

COM3901: Digital Media Production Practicum (3)

This 3-credit experience will offer students the opportunity to manage and maintain digital lab spaces in preparation for their professional internship and beyond. The digital media industry demands exposure to several disciplines within pre-production, production, and post-production; this course will sharpen the students' skills in each of these roles. Every student will be required to work 20 hours in our audio and video studios, scheduling and managing the spaces and mentoring lower-level students in their productions. Students will develop a keen understanding of professional decorum, and how to support and interpret workspace policies and procedures. Students will also meet and work with local/regional professionals (both freelance and those on staff) who can offer career advice and discuss emerging trends in the field. PREREQUISITE: COM3413

COM4201: Public Relations Practicum/Internship Preparation (1)
This one-credit experience will prepare students for their required professional internship. Students will develop PR resumes and will seek internship placement and navigate the process of securing placement. Class times will focus on deadline-based assignments including inquiries, cover letter, and interview. Students will also develop an internship statement of purpose and a portfolio of their written PR work to best showcase their abilities in the field of PR. Schedule and goal setting for internships will also be core experiences in this course. PREREQUISITE: Junior/Senior status

COM4403: Public Relations IV: Campaign and Executive Reporting (4)
This course is the fourth of the four-course progression in Public Relations and Social Media Management. This course will focus on campaign and executive reporting. It is vital to the success of any political campaign or executives' office to have clear, concise, and branded PR. Political campaigns succeed or fail on the quality of its branding and consistency. From Obama's success with "Yes We Can" to George H.W. Bush's failure with "A Thousand Points of Light". Mock press briefings will be a core experience as well as watching and analyzing the effectiveness of various campaign and executive briefings throughout modern history. PREQUISITES: COM1282, COM2630, COM2710, COM3403, COM3450

COM4413: Digital Media Production IV (4)
In their final section of Digital Media Production, students will write, produce, and edit a long-form project that will be the basis of this capstone course. Each student will create a 30-45-minute production in which they are the executive producer and main creative force. This capstone production will be completed under the supervision of the division chair and will require community outreach. Students will be required to identify a local community organization and work with them to create their production. The student will be required to work with these community "clients" to develop a program that fits with their needs. PREREQUISITE: COM3413

COM4899: Internships (3)
One of the strengths of the communication program is the close relationship the program enjoys with the local, regional, and national media. Communication students are required to take at least three credits of professional learning experience in the media and are encouraged to take as many as 12 credits. Students document their professional learning through a compilation of published podcasts, blog entries and other forms of media. Students have completed internships at

91.9FM/New England Public Media, WWLP TV-22, Western Mass News, 102.1 FM/WAQY, as well as in many local/regional video production studios, public relations firms, and marketing agencies. Summer internships can be arranged so that students continue their professional growth during recess and the program already has a proud record of graduates being placed in media jobs. PREREQUISITES: Permission of the divisional chair and Junior/Senior status.

Computer Science

CMP1100: Introduction to Computer Science (3)
We live in a digital world, and to shape it, you need to understand the systems that power it. This course teaches you not just how computers work, but how they have–and will continue to—evolve. You'll get a taste for coding by building your own website, design AI-powered products, learn how to break down technical problems, and become a wiser digital citizen in the process. PREREQUISITES :None

CMP1500: Web Development (3)
Have you ever wondered how you'd manage without websites—no online banking, instant information, or social media? Fortunately, web development brings these essential services to life. In this course, you'll learn the fundamentals of web development, from HTML and CSS to JavaScript. You'll discover how to create visually appealing and interactive sites. By the end, you'll build responsive, user-friendly websites that captivate and engage users. PREREQUISITES: CMP1100 or CYS1250

CMP2000: Career Navigation and Exploration in Computer Science (3)
This course will help you find a job in Software Engineering upon graduation. Not just any job; one that meets your personal and financial needs and makes you excited about the future. In this course, you'll explore career paths in Software Engineering, potential salary outcomes, and different roles. Then, you'll pick target jobs and opportunities that are the best fit for you, and make a clear plan of action toward securing them. PREREQUISITES: CMP1100 or CYS2250

CMP2100: Data Structures (3)
In this course, you will learn the fundamentals of data structures and why they are so crucial for optimizing performance. You'll explore linked lists, stacks, queues, trees, and graphs, and learn where to use them. By the end, you'll implement these structures to make your programs faster and be well-prepared for coding interviews. PREREQUISITES: CYS2250

CMP2500: Algorithms (3)
Algorithms are crucial for many everyday applications, such as enabling GPS systems to find the best routes and online stores to load quickly. In this course, you'll uncover the magic behind algorithms, learning divide-and-conquer, dynamic programming, and greedy algorithms. By the end, you'll build scalable applications that won't break. PREREQUISITES: CMP2100 and MAT1250

CMP2600: Modern Technologies (3)
Ready to take your coding skills to the next level? It's time to explore the cutting-edge technologies that elevate you from a simple programmer to a software engineer. Discover tools like Docker, Jira, cloud computing, and GitHub that are essential for building scalable and secure products people can actually

use. When you understand why these technologies matter and how they impact the industry, you'll be ready to build real applications and stay ahead in tech. PREREQUISITES: CYS1250

CMP3200: Computer Systems (3)
This course explores the inner workings of computer systems while teaching you the C programming language. Learn the fundamentals of operating systems, memory management, and file systems. Explore how microprocessors execute instructions and how peripherals communicate with the main system. By the end, you'll have an understanding of computer architecture and be able to optimize system performance using C. PREREQUISITES: CYS1250

CMP3300: Application Development I: Backend (3)
This course is all about equipping you with the skills to build dynamic, database-driven web applications—the core of great app development. You'll create powerful backend scripts using Java and JavaScript, build RESTful APIs, and develop middleware for user authentication and session management. By the end, you'll create apps that are not only functional but also beautiful, engaging, and solve real-world problems. PREREQUISITES: CMP1500

CMP3600: Software Development (3)
This course covers everything from concept to implementation. Learn to use Git for efficient code management, ensure quality with comprehensive testing, and streamline delivery with CI/CD pipelines. Discover design patterns and apply SDLC methods. By the end, you'll be equipped to tackle any software project with confidence and expertise. PREREQUISITES: CMP3300

CMP4100: Application Development II: Frontend (3)
This course will have you building sleek, dynamic web apps using tools, such as React and Angular. Learn to create stunning front-end interfaces, seamlessly connect them with backend services, and ensure everything runs smoothly. You'll dive into component-based architecture, manage state like a pro, and master the art of making your apps fast and responsive. By the end, you'll be ready to create full-stack applications that stand out and wow users. PREREQUISITES: CMP3300

CMP4600: Capstone Project (3)
In this course, you'll design, develop, and deliver a comprehensive software project from start to finish. Collaborate with peers, implement advanced programming concepts, and use industry-standard tools. By the end, you'll have a polished project to showcase your abilities and a deep understanding of the entire software development lifecycle. PREREQUISITES: CMP2500, CMP3200, CMP3600, CMP4100

CMP4899: Internship (3)
An internship provides an experiential learning opportunity, typically with a company, government agency, or community-based or non-profit organization. This internship links learning and student interest with the application of and further acquisition of knowledge in an applied, supervised work setting. A 3-credit internship requires no less than 126 hours of work at the site. PREREQUISITES: CMP2500, CMP3200, CMP3300

Criminal Justice

CRJ1400: Introduction to the Criminal Justice System (3)
An introductory survey course designed to provide the student with an overview of the system. Theories of criminal behavior, criminal law and procedures are introduced and studied as they apply to the criminal justice components of law enforcement, the courts and corrections. PREREQUISITE: None

CRJ2000: Report Writing in Criminal Justice (3)
This course provides students with the tools and techniques to effectively communicate and present reports and ideas in the criminal justice environment. Included in the course is the proper construction of criminal justice reports, including but not limited to, police reports, memoranda of law, motions, letters, and other communiqués. Subjects include: thinking before speaking, oral and written communications, nonverbal communication, making reports on the job, departmental records and recordkeeping, proper communication in the courtroom, interviewing and interrogating witnesses and suspects, communication technology, and public speaking. PREREQUISITE: None

CRJ2224: Corrections (3)
An overview of the correctional system. Topics for study and discussion include historical development, theories of punishment, sentencing structures, the functions of different types of institutions, management techniques and problems in today's correctional operations. PREREQUISITE: CRJ1400

CRJ2295: Substance Abuse Issues in Criminal Justice (3)
This course examines the impact of drugs and alcohol use and abuse on the individual, society and criminal justice system. The course will focus on the various categories of abusable substances, their physical and psychological effects and the continuum of treatment modalities used in combating chemical dependency. Because drug and alcohol use account for the single largest category of criminal arrests and convictions in the U. S., specific focus will be on the criminal justice system's responses to drug and alcohol related crimes, law enforcement, innovative treatment approaches and drug testing technologies. PREREQUISITE: None

CRJ2322: Law Enforcement and Policing (3)
This course presents an overview of the development of law enforcement within the criminal justice system. Study and discussions will focus on such topics as police roles and responsibilities, departmental organization and in-depth consideration of the law enforcement functions associated with modern enforcement agencies such as federal government, state, private, and tribal agencies. PREREQUISITE: CRJ1400

CRJ2350: Criminal Justice Research (3)
This course introduces students to scientific methodology as it is related to criminal justice in order for students to become sophisticated research consumers and producers. This course provides students with an understanding of the methods of research available to criminologists,

the connection between theory and data and the ability to comprehend the logic behind statistical tests of significance. Understanding the development and testing of hypotheses, data collection, data analysis and presentation of findings according to professional standards is the underlying theme of the course. PSY3615 or SOC2631 may be substituted for this requirement. PREREQUISITE: CRJ1400

CRJ2421: The Juvenile Justice System (3)
An in-depth look at the juvenile justice system from its historical origins to current practices. Topics include: emerging science and adolescent brain development as it affects a child's decision-making; varied causes of delinquent behavior; how to address violent child behavior that affects public safety in the home or in a community; landmark legal cases; and specific procedures used in the juvenile justice system. PREREQUISITE: None

CRJ2426: Probation and Parole (3)
This course examines the development and professional practice of federal and state probation and parole systems. Emphasis is placed on organization, roles and responsibilities of these systems, as well as the significant impact of court decisions on delivery of services. PREREQUISITES: CRJ1400 and ENG1200, ENG1201 or ENG1601

CRJ2434: Administration and Management in Criminal Justice (3)
The purpose of this course is to introduce the student to administration techniques and organizational behavior found specifically in law enforcement agencies, court systems, and correctional institutions. Study will focus on the practical aspects of management theories, organizational structures, supervisory skills, and administrative issues. PREREQUISITE: CRJ1400

CRJ2451: Legal Aspects of the Criminal Justice System (3)
The course is designed to give an overview of legal principles which provide a framework for the criminal justice system. An analysis of cases and statutes, pertinent to areas under consideration, is emphasized together with a coverage of fundamental aspects of legal research. Areas covered include investigation, initial appearance, arraignment, preliminary examination, trial, guilty pleas or conviction, sentence and release. PREREQUISITE: CRJ1400 Sophomore status or higher

CRJ2455: Constitutional Law (3)
A study and overview of the U.S. Constitution. Through an analysis of interpretative, landmark U.S. Supreme Court cases, students will be introduced to and familiarize themselves with fundamental principles and practices of the Bill of Rights, judicial review, federalism, state action, and broader principles associated with constitutional civil rights. PREREQUISITE: CRJ1400

CRJ2520: White Collar Crime (3)
This course provides an in-depth exploration of white-collar crime, focusing on its nature, causes, and consequences. Topics include corporate fraud, embezzlement, insider trading, cybercrime, environmental crimes, and corruption. Students will examine the social, economic, and legal implications of white-collar crime and the challenges in detecting, investigating, and prosecuting these offenses. The course also covers the role of regulatory agencies, ethical

considerations, and strategies for prevention and enforcement. Case studies of notable white-collar crimes will be used to illustrate concepts and encourage critical analysis. PREREQUISITE: None

CRJ2600: Principles of Personal and Physical Security (3)
This course presents a general survey of the major historical, philosophical, and legal basis of security. Professionalism and ethics in security will be addressed. The role of security in the public and private sectors will be discussed. An overview of security systems found in retail, schools, industry, and government agencies will be analyzed. PREREQUISITE: None

CRJ2730: Human Trafficking (3)
This course examines the complex and global issue of human trafficking, focusing on its prevalence, causes, and consequences. Students will explore various forms of trafficking, including sex trafficking, labor trafficking, and organ trafficking, and their impact on victims, communities, and societies. Topics include the methods traffickers use, victim identification, survivor support services, and the roles of law enforcement, non-governmental organizations (NGOs), and international agencies in combating trafficking. Emphasis is placed on legal frameworks, prevention strategies, and ethical considerations in addressing this human rights violation. PREREQUISITE: None

CRJ2900: The Criminal Justice Experience (3)
This course serves as the capstone project for students pursuing an Associate of Science (AS) degree in Criminal Justice that provides students with experiential learning opportunities (on and off campus), to gain practical experience in the criminal justice area. Areas of exploration include but are not limited to law enforcement, fire service, corrections, probation, parole, law firms, district attorney's office, public/private sector safety or security, protective services environments, or other court support services areas. Transportation to off-campus facilities may be the responsibility of the student. PREREQUISITES: Students in their final year (Criminal Justice majors only), and permission of the professor.

CRJ3240: Criminal Procedures (3)
This course examines the rights of those accused of criminal wrongdoing, from the time they become suspects, through incarceration. Topics covered include issues surrounding search and seizure, right of counsel, right against self-incrimination, use of force, right to medical treatment, sentencing guidelines, identification procedures and protection from cruel and unusual punishment. Additionally, topics include court rules governing trial procedures and the roles the defense and prosecuting attorneys play in the adjudication of criminal cases. PREREQUISITE: Students must have completed at least 15 credits in criminal justice coursework.

CRJ3331: Terrorism (3)
This course is designed as an interactive process between the professor and the students in which we discuss: how behaviors acquire the label of being acts of terrorism; forms of terrorism facing cities and towns in the United States; detection and prevention-where have we succeeded, where have we failed; the role of local law enforcement in the federal response to homeland security both domestic and global threats; responsibility of local police to deter crime beyond their own borders; and whether and why we label certain domestic behaviors as terrorist activities, and the

impact doing so has on government response. PREREQUISITES: CRJ1400, Students must have completed at least 15 credits in criminal justice coursework.

CRJ3370: Social Justice Case Law (3)
This course examines pivotal legal cases that have shaped the landscape of social justice in the United States. Through the study of landmark decisions, students will gain an understanding of how the law has been used both to uphold and challenge societal structures of power, privilege, and inequality. Topics will cover key areas such as civil rights, racial justice, gender equality, LGBTQ+ rights, disability rights, and labor rights, among others. PREREQUISITES: SOC1100, or CRJ1400

CRJ3441: Criminal Law (3)
This course explores the body of written law that defines crimes and specifies punishment. Substantive criminal law emphasizes the nature, history and purpose of criminal law, its constitutional limits, general principles of criminal liability, the defenses of justification and excuse and the specific elements of crimes. PREREQUISITE: CRJ1400 and students must have completed at least 15 credits in criminal justice coursework.

CRJ3520: Criminal Investigation (3)
The course will introduce the student to basic criminal investigation theories and techniques. The development of contemporary criminal investigation and criminalistics will be examined, as well as crime specific investigative technology. PREREQUISITE: CRJ1400

CRJ3530: Victimology (3)
This course focuses on the plight of victims and witnesses of crime from legal, social and psychological perspectives. Topics include the history of victimology, victim experiences, victim's rights and official criminal justice system responses to victims and witnesses. Restorative justice concepts are explored throughout this study. PREREQUISITE: None

CRJ3636: Community Relations and the Criminal Justice System (3)
A course designed to explore the interpersonal expectations and relationships between criminal justice practitioners and community members. The content will focus on basic psychological and sociological principles (including attitudes, perception, self-image, stereotypes, subcultures and rumor), as well as discretion and their application to the interaction between criminal justice practitioners and community members. PREREQUISITES: CRJ1400, and students must have completed at least 15 credits in criminal justice coursework.

CRJ3641: Comparative Criminal Justice Systems (3)
This course compares the U. S. criminal justice system with selected foreign systems. A cross-cultural overview will study the nature, theories and mechanisms for fighting crime and dealing with criminals in different societies. An end goal will attempt to discover innovative ways that may deal with crime in the United States. This meets the requirement as a writing intensive course in the major. PREREQUISITES: CRJ1400, CRJ2322, CRJ2224, , CRJ3441 and students must have completed at least 15 credits in criminal justice coursework.

CRJ 3700: Change and Innovation in Law Enforcement (3)

This course examines the dynamic challenges and opportunities in modern law enforcement, focusing on the role of change and innovation in shaping effective policing strategies. Topics include leadership in evolving organizational structures, the integration of technology and data analytics, community-oriented policing, and the implementation of innovative practices to enhance public safety. Students will explore case studies, learn change management techniques, and develop strategies to foster adaptability and resilience within law enforcement agencies. Emphasis will be placed on ethical decision-making, collaboration with diverse communities, and addressing contemporary issues such as police reform, accountability, and cultural competence. PREREQUISITE: CRJ 1400, CRJ 2322

CRJ3740: Computer Applications in Criminal Justice (3)
This course provides an in-depth exploration of the role of computer technology in the criminal justice system. Students will learn about various software applications and tools used in law enforcement, courts, and corrections to enhance efficiency, data management, and decision-making. Key topics include computer-aided dispatch (CAD) systems, crime mapping and analysis, records management systems (RMS), digital forensics, and the ethical implications of technology use in criminal justice. Through hands-on exercises and case studies, students will develop practical skills in utilizing technology to address real-world challenges in criminal justice operations. PREREQUISITE: CRJ 1400, CRJ 2322, CRJ2224

CRJ3842: Criminology (3)
This course examines the nature and complexity of crime as a social problem. The measurement, techniques of data collection and patterns of crime are explored as well as various classical, biological, psychological and sociological theories of crime causation. Throughout the course, policy implications of the content matter will be considered. SOC2400 or SOC2410 may be substituted for this requirement. PREREQUISITES: CRJ1400, also recommended are SOC1100 and PSY1200, Sophomore status or higher

CRJ3844: Ethics in Criminal Justice (3)
The ethics curriculum is designed to further the goals of professionalization of the criminal justice system. The course is designed to lay a foundation for our students to better make moral decisions as they face inevitable ethical dilemmas as practitioners in the field of criminal justice. Students will first be required to analyze various theories of moral decision making, including, but not limited to, the theories of moral imperatives and utilitarianism. Throughout the semester, students will be applying these theories to practical situations. This will be accomplished by presenting hypotheticals to the class and requiring the class to analyze the hypotheticals individually and in-group discussions. PREREQUISITE: CRJ1400

CRJ4210: Organizational Behavior and Management in Criminal Justice Agencies (3)
This course examines the principles of organizational behavior and management as they apply to criminal justice agencies, including law enforcement, courts, and corrections. Students will explore the dynamics of leadership, motivation, communication, decision-making, and teamwork within these organizations. Topics include managing change, fostering organizational culture, addressing conflict, and promoting ethical practices. Emphasis will be placed on understanding how organizational theories and management strategies impact the performance, accountability,

and effectiveness of criminal justice agencies in a rapidly evolving societal context. PREREQUISITE: CRJ 1400, CRJ 2322

CRJ4300: Diversity: Race, Gender, Religion, and Crime in Criminal Justice (3)
This course explores the complex relationship between law enforcement, corrections, and the courts in diverse communities, focusing on the intersections of race, gender, religion, and crime. Students will examine historical and contemporary issues affecting marginalized groups, including systemic bias, discrimination, and the impact of cultural differences on policing practices. Topics include community-oriented policing, implicit bias, hate crimes, and the role of diversity training in fostering equitable and effective law enforcement. Emphasis will be placed on strategies to build trust, promote cultural competence, and enhance collaboration between police agencies and the communities they serve. PREREQUISITE: CRJ 1400, CRJ 2322, CRJ2224

CRJ4650: Contemporary Issues in Criminal Justice (3)
This course examines current and emerging issues affecting the criminal justice system, including law enforcement, courts, and corrections. Students will explore topics such as criminal justice reform, racial disparities, technological advancements, mental health, community policing, and responses to domestic and international terrorism. Emphasis will be placed on analyzing the social, political, and legal contexts that shape these challenges and evaluating policy responses and innovative solutions. The course encourages critical thinking and discussion on ethical dilemmas, public trust, and the future of criminal justice in a rapidly changing society. PREREQUISITE: CRJ 1400, CRJ 2322

CRJ4860: Senior Seminar (3)
A course designed as a culminating experience for criminal justice majors. Students will be involved in library research and discussion of critical aspects of the criminal justice system. Position papers on various controversial issues relative to the criminal justice system will be prepared, presented and defended during the course of the semester. PREREQUISITE: Senior majors only

CRJ4880: Independent Study (3)
An individualized program of reading, library research and interviewing, under the direction of a faculty member. PREREQUISITE: None

CRJ4979: Criminal Justice Practicum (3-9)
A supervised work experience for majors in criminal justice. Students are expected to obtain a criminal justice-related site at which they will have the opportunity to observe professionals in action and to take part in the activities of the agency they have chosen, thereby utilizing and improving skills learned through that observation along with those from classroom study. This is traditionally a three-credit course for which it is expected that the student will spend ten hours per week at their chosen site. Approval of additional credits will require a proportionally greater number of weekly hours committed to the site. Students must enroll for a minimum of 3 credits. This course may be taken in more than one semester for additional credit up to a total of 9 credits. PREREQUISITES: Senior majors only, minimum CGPA 2.0, and permission of practicum director.

Cybersecurity

CYS1000: Introduction to Cybersecurity (3)
In today's world, no one is safe from cyber-attacks, but everyone can be prepared. This course will teach students how malicious actors use social skills and technology to facilitate cyber-attacks and provide the tools and information needed to defend against those attacks. Whether pursuing one of the many available jobs in cybersecurity or just to secure their own privacy, students will learn how to make the Internet safer. This online class has optional live sessions. PREREQUISITE: declared Cybersecurity major or minor

CYS1100: Introduction to Information Technology Systems (3)
Information Technology continues to be one of the most important topics in the modern workforce. This course will introduce students to the fundamentals of the field and teach a range of valuable professional skills, including how to set up operating systems, how to troubleshoot problems, and how to build a computer. By the end of this course, students will be prepared to take next steps in IT and start solving technology problems on their own. This online class has optional live sessions. PREREQUISITE: CYS1000

CYS1250: Programming for Everyone I (3)
This course, built in collaboration with Google, provides a gentle but thorough introduction to programming using Python. Students will learn the core concepts and techniques needed to create programs and perform basic data analysis. By the end of this course, students will be ready to pursue further study in computer science and unlock more advanced programming courses. This online class has optional live sessions. PREREQUISITE: None

CYS1400: Career Navigation and Exploration in Cybersecurity (3)
This course will provide students with the tools and skills needed to navigate the cybersecurity job market. Students will articulate personal fulfillment and financial needs and desires for future roles. They will gain exposure to interview practices, mentorship, and networking opportunities. PREREQUISITE: None

CYS2000: Cybercrime and Governance (3)
Cybercrime is one of the biggest threats companies face on a daily basis, and they are constantly looking for new hires to help protect them. In this course, students will get a firsthand look at the methods used to commit cybercrimes. Students will also learn how governments detect, investigate, and stop these crimes, and become familiar with the laws and policies in place to deter cybercriminals. This online class has optional live sessions. PREREQUISITE: CYS1000

CYS2125: Network and System Security (3)
Students will explain core networking concepts and describe essential network infrastructure components. Students will monitor, analyze, and report on security events and incidents using Security Information and Event Management (SIEM) systems. Students will conduct network

monitoring and analysis to identify and investigate suspicious network traffic and potential security threats. Students will perform system hardening techniques to minimize the attack surface of systems and reduce potential vulnerabilities. Students will utilize encryption and firewall technologies to protect data transmissions and ensure the confidentiality and integrity of information. PREREQUISITE: None

CYS2250: Programming for Everyone II (3)
This course, built in collaboration with Google, is a continuation of Programming for Everyone I. In the first half of the course, students will learn how to leverage their Python skills to treat the internet as a source of data. The second half of the course will teach the fundamentals of Structured Query Language (SQL) and database design. By the end of the course, students will improve their programming skills and learn how to build a range of applications. This online class has optional live sessions. PREREQUISITE: CYS1250

CYS2400: Networking Technologies and Telecommunications (3)
Whether a workplace is just a few people connected to a wireless router, or a financial giant, wired directly into the Nasdaq, it likely relies heavily on Network Technologies. This course will teach students how networks work, and how to set up and secure them. By the end of this course, students will be able to manage and maintain a range of different network types. This online class has optional live sessions. PREREQUISITE: CYS1100

CYS2500: Modern Cybersecurity (3)
Just as technology is constantly evolving, so too must cybersecurity to keep pace with changing trends. In this class, students will learn about the changing landscape of cybersecurity, emerging technologies that are likely to be targeted, and new forms of cyber-attack being launched. By the end of the course, students will be able to implement the most up-to-date practices in cybersecurity in order to protect against attacks. This online class has optional live sessions. PREREQUISITE: CYS2000

CYS2800: Information Security and Data Protection (3)
Imagine a world where people were trying to steal from every home, workplace, or bank - all the time. That's the world of digital security. Because it's cheap to launch attacks on every system, virtually every organization and individual is always under some level of digital attack. This course will teach students how to help defend against this constant assault and keep valuable information and critical systems safe. This online class has optional live sessions. PREREQUISITES: CYS2250, CYS2400

CYS3000: Security Operations (3)
When cybercrimes do happen, we need to know how to respond. This course examines the tools and techniques used to perform cyber forensics and conduct investigations into cybercrimes. By the end of the course, students will be able to gather and analyze important digital evidence and gain skills in analyzing cybercrime that are in demand from companies across the country. This online class has optional live sessions. PREREQUISITE: CYS2000

CYS3100: Google Cloud Computing Foundations (3)

This course will introduce the fundamentals of Cloud Computing, Infrastructure and Networking, and will explore how the cloud is used in a range of situations, including IT, App Development and Machine Learning. By the end of the course, students will know what the cloud is, and how to use it effectively. This course uses the Google Cloud Platform (GCP) and was built in concert with the Google Cloud Learning Services team. This online class has optional live sessions.
PREREQUISITE: CYS2250

CYS4200 The Future of Cybersecurity (3)
Students will develop strategies to assess and counteract social engineering attaches by enhancing organizational awareness and implementing identity verification measures. Students will implement countermeasures to mitigate detected threats and vulnerabilities in mobile environments. Students will conduct threat assessments in cloud environments to identify and evaluate potential security risks. Students will apply best practices for securing cloud-based environments, focusing on maintaining integrity, confidentiality, and availability of data in the cloud. PREREQUISITE: None

CYS4600: Cybersecurity Capstone (3)
Students apply risk assessment methodologies to identify and prioritize potential threats and vulnerabilities in complex systems and environments. Students design and implement comprehensive security controls and countermeasures that effectively mitigate identified risks and align with industry best practices. Students develop and execute realistic incident response plans and exercises that demonstrate proficiency in managing and mitigating security incidents. And students conduct in-depth forensic analysis using advanced tools and techniques to investigate and document simulated security incidents.

CYS4800: Ethical Hacking (3)
To stop a hacker, it is necessary to be able to think like a hacker. In this course, students will learn hands-on techniques for attacking and penetrating networks and systems. They will be prepped with tools to launch these offensive tactics, and then complete a hands-on project to ethically hack a real system. This online class has optional live sessions. PREREQUISITES: CYS3000 and 12 credits in Cybersecurity courses

CYS4899: Internship in Cybersecurity (3)
An internship provides an experiential learning opportunity, typically with a company, government agency, or community-based or non-profit organization. The internship links classroom learning and student interest with the application of and further acquisition of knowledge in an applied, supervised work setting. A 3-credit internship requires no less than 126 hours of work at the site. PREREQUISITES: CYS2400, CYS2500, and junior or senior status.

Economics

ECO1010: World Economic Geography (3)
The course provides a systematic framework for understanding economic forces that shape the contemporary world of interconnecting countries, each of which possesses special combinations

of economic factors. The course will help the student to develop an appreciation of these countries and their individual impact on the rest of the world. It will also provide an introduction to the basic principles of economics and the unique way that economists analyze the world order for an understanding of key issues such as trade and tariffs, economic growth, the impact of climate change, the link between economics and politics, and the ethical issues raised by economic policies such as outsourcing, child labor, environmental impact, and human rights. The course is designed to provide a foundation in both economics and geography for further study and certification. PREREQUISITE: None

ECO1401: Macroeconomics (3)
This course is devoted to the study of the fundamental principles and processes of an economic system, with special emphasis on the coordination and control of the United States economy. Macroeconomics focuses on the performance of the economy as a whole through an analysis of key indicators: economic growth, inflation, unemployment, infrastructure, human capital, and international trade balances. It also looks at the policies used by governments to manage economic performance in light of these indicators. PREREQUISITE: None

ECO1402: Microeconomics (3)
This course examines individual decision making in various applied economic environments. It explores that analytical framework that economists have developed to understand human market forces and applies them to decision making at the level of individuals, households, and firms. Areas of application include international trade, market structures, labor markets, negative and positive externalities generated as a byproduct of market forces, and provision of public goods such as defense and environmental health and safety. PREREQUISITE: None

ECO2210: Labor Economics (3)
This course studies the economic principles of labor markets and human resource economics. Issues concerning labor supply and demand, wage differentials, the role of education, investment in human capital, unemployment, discrimination, income inequality and labor unions are discussed, with emphasis on application to the U. S. institutional framework. PREREQUISITES: ECO1401, ECO1402

ECO2400: International Economics (3)
This course provides an analysis of economic relationships among countries, including studies of the balance of payments, the international currency system, government adjustment policies, the pure theory of international trade, and international financial markets, as well as an examination of recent issues of national industrial trends towards protectionism. PREREQUISITES: ECO1401, ECO1402

ECO2420: U.S. Economic History (3)
This course is a survey of U. S. economic history from its colonial beginnings to the present, with emphasis on the interaction of economic forces and historical development. Basic economic innovations, ranging from the utilization of unique forms of U. S. transportation to the innovative American system of manufacturing, will be analyzed. The importance of immigration policy and the status of minorities in the development of the American economy will also be examined. PREREQUISITES: ECO1401, ECO1402

ECO2613: Microeconomic Theory (3)
This course provides the student with an opportunity to develop a thorough analysis of demand, supply, production and cost relationships, monopoly, competition, oligopoly, labor markets and the operation of industry in the modern American economy. Individual decisions of consumption, production and labor supply are emphasized. PREREQUISITES: ECO1401, ECO1402

ECO3210: Macroeconomic Theory (3)
This course allows the student an opportunity to develop a thorough understanding of the macro-economy through an analysis of the effects of fiscal and monetary policy on aggregate output, interest rates, the price level and inflation in the domestic economy and abroad. Special emphasis is placed on recent U. S. experience with inflation and unemployment and several new proposals designed to counter cyclical behavior and stagnant growth in the mature U. S. economy. PREREQUISITES: ECO1401, ECO1402

ECO3320: Important Economists Contributions to Economic Thought (3)
This course presents a study of the most important individuals in the development of modern economic thought. Both early and contemporary economists will be discussed, and their specific contributions will be related to current economic theory and practice. PREREQUISITES: ECO1401, ECO1402

ECO4200: Economics of Managerial Decisions (3)
The course introduces the student to the practice of economic reasoning in the solution of real world managerial problems. In addition to developing the theoretical and analytical tools of economic decision making, students develop skills of analysis required to understand the role of business in creating value for all stakeholders: not only owners (shareholders) but also employees, customers, and the community. These skills include case study analysis, optimization, and application of quantitative methods for identifying problems and measuring business performance. PREREQUISITES: ECO1401, ECO1402, MGT1400. Open to juniors and seniors

ECO4894: Directed Study (3)
Selected readings chosen in accordance with the student's interests. PREREQUISITES: Senior standing and the permission of the instructor.

Education

EDU1100: Foundations of Education (3)
Examines the American Educational system and the teaching profession as a social institution with interactions with diverse communities, social, political, and cultural institutions, and traditions. Concepts of culture and the impact of these understandings will be explored with regard to teaching. The course presents topics such as the history of education, educational governance, education law, curriculum, assessment, classroom management, effective

instructional strategies, education reform, and guidance on how to enter the teaching profession. PREREQUISITE: None

EDU1200: Introduction to Social-Emotional Learning (3)
Provides an overview of social-emotional learning to include the five core SEL social skills competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Students will analyze the relationship between social skill development and its potential impact on the academic and behavioral success of children. Students will use this social skills lens to investigate strategies to manage challenging behaviors, build relationships with students, teach self-regulation, and support a positive learning environment, and prosocial classroom culture. PREREQUISITE: None

EDU1300: Child Growth and Development (3)
Studies the psychological, physiological, and social development of humans, with emphasis on "normal" growth. Students examine the various factors determining developmental tasks at stages throughout the lifespan. Coursework explores multiple influences on growth and development including family, culture, and environment. Provides insight into theories and practices which influence the behavior of children in their environments. PREREQUISITE: None

EDU2055: Explorations in Social Emotional Learning (3)
This seminar will include a study of current research in social-emotional learning (SEL) as well as first-hand observations and experiences in the implementation of SEL. Guest speakers will share district, school and classroom-level insights connecting current research to the effects on student learning. Following the orientation and in-classroom experience, the seminar will connect hands-on learning to readings and discussions. Students will draw on their own experiences as students, any classroom internship, readings, and presentations from guests to reflect on the impact that SEI has on academic success and personal growth. PREREQUISITE: None

EDU2100: Exploration in Special Education (3)
Focuses on the overview of special education, various categories of disabilities, deficit/strength- based approaches, educational issues, and strategies for teaching and accommodating students with special needs. Students will review the laws/regulations that ensure educational equity for students with special needs, and instructional and curricular modifications that teachers may be expected to make for students with special needs. Individualized Educational Program (IEP) components will be discussed with a focus on implementation in the classroom. PREREQUISITE: None

EDU2103: MTEL Preparation (3)
The MTEL preparatory course prepares students for the communication and literacy portion of the Massachusetts Test for Educator Licensure (MTEL). The course will provide candidates with the necessary strategies to dissect reading and writing questions as it pertains to grammar, mechanics, punctuation, and comprehension. Students will write and edit essays, read and summarize passages, learn test-taking strategies, including how to analyze all types of questions and take practice exams. Effective study strategies, time management, and way to overcome text

anxiety will be reviewed. Students are encouraged to take the Communication and Literacy MTELs at the conclusion of the course. PREREQUISITE: None

EDU2200: Foundations of Education (3)
In this course, students are introduced to the historical foundations and theories upon which public education is based. We will analyze the relationship between schools and the societies in which they exist. Our study will include a historical perspective and a sociological perspective that focuses on social structures, current social issues, social justice, and a real-world perspective that we get from the views of current educators. PREREQUISITE: None

EDU2250: Elementary Math Instructional Concepts (3)
This course provides a comprehensive overview of the essential mathematical concepts that educators must master for effective math instruction. Students will develop a conceptual understanding of the course material in a learning environment that models the pedagogical foundations of the Massachusetts Curriculum Frameworks for Mathematics and the National Council of Teachers of Mathematics (NCTM) Standards. Topics include number sense, operations, fractions, geometry, measurement, proportional reasoning, early algebraic thinking, and problem-solving strategies. Students will engage in hands-on activities, peer teaching, and the development of lessons that promote student engagement and critical thinking. The course also addresses common misconceptions students may have about math and how teachers can use formative assessments to identify and address these issues. By the end of the course, future teachers will be prepared to create engaging, standards-aligned math lessons that promote deep learning. PREREQUISITE: None

EDU2300: Foundations of Multicultural Education and Diversity (3)
Develops a critical understanding of the concepts and assumptions about diversity and difference, including notions of ability and disability, socio-economic background, race, ethnicity, and cultural background, beliefs, and gender. Students will develop an awareness of historical and contemporary definitions of inclusive education, considering policy, theories, and models. This knowledge will deepen students' understanding of the elements of inclusive and equitable quality education for all learners, considering their diverse characteristics and needs. PREREQUISITE: None

EDU2350: Empowering Writers: Strategies for Success (3)
This course examines the writing process and how to help learners master this complex craft. Students learn research-based practices of effective writing instruction including best practices for planning and implementing daily instruction, how to use assessment to inform instructional decisions, and ways to create an engaging and motivating writing environment. Topics such as strategy development, cultural influences, curriculum assessment and evaluation tools will be examined. Reasons why students might be reluctant writers will be investigated along with the effective use of tools and techniques to help all students develop into comfortable and confident writers. PREREQUISITE: None

EDU2400: Teaching Methods for Communication and Language Arts (3)
This course will provide students with opportunities to reflect on and assimilate linguistic concepts and language structure. We will cover the basics of reading and writing as well as the

purposes of receptive and written language. Students will create multisensory lesson plans that demonstrate their understanding. This course is designed for students considering teaching at the elementary, middle, and high school levels. PREREQUISITE: None

EDU2500: Foundations of Language and Literacy(3)
Introduces theories, principles, goals, and methods of integrating the language arts (reading, writing, speaking, and listening) throughout the PreK-12 school curriculum. Students will use the language arts to acquire information, create knowledge, express, and share ideas, ask questions, raise issues, pursue answers, argue points, come to a consensus, and collaborate with others. Students will explore current research concerning language and literacy and how that research can guide current literacy instruction and educational practices.
PREREQUISITE: None

EDU2600: Early Intervention: Birth to 3 (3)
This course examines the essential strategies and practices for early intervention and home visiting for children from birth to age three. The course emphasizes the critical role of home visiting as a key component of early intervention, providing students with practical skills and insights into designing and implementing home-based services that support both child development and family well-being. Topics covered include developmental milestones, individualized family service plans (IFSPs), collaborative strategies with families, and culturally responsive practices. Students will engage in case studies, role-playing exercises, and observational experiences to develop an understanding of the role between providers, children, and families. Additionally, the course will address challenges and ethical considerations in early intervention settings, providing students with the tools to navigate complex scenarios and advocate for best practices in early childhood care. PREREQUISITE: None

EDU2700: The Power of Play (3)
In this course, students will examine various play theories, types of play, and strategies for incorporating play into early childhood education. Emphasis will be placed on the impact of play on developing social skills, creativity, collaboration, critical thinking, and problem-solving skills in diverse learners. Students will explore the integration of play in various subjects such as literacy, mathematics, and science. PREREQUISITE: None

EDU3200: Principles of Education(3)
Students are introduced to the various pathways to teaching and governance of curriculum influencing public education, including state licensure processes and requirements at multiple levels of education. An overview of the various purposes and intersections between and among education in early childhood, elementary, middle/secondary, and moderate disabilities are addressed. Included are the practical applications of teaching students in urban settings applicable to each area along with conceptualizing curricular and co-curricular activities supportive of learners and their families. Included is an introduction to Subject Matter Knowledge, Sheltered English Immersion, and the Massachusetts Curriculum Frameworks.
PREREQUISITE: None

EDU3300: Technology Tools and Strategies for Educators (3)

This course provides students with practical and theoretical foundations for integrating technology into their pedagogy. Highlighting 21st-century skills, the course focuses on how to effectively incorporate digital tools to enhance learning, foster student engagement, and differentiate instruction. Students will learn how to implement technology in both traditional and online learning environments, create multimedia content, use digital platforms for assessment and collaboration, and investigate current trends in educational technology. Emphasis will be placed on the benefits and drawbacks of technological tools and their applications within the classroom. PREREQUISITE: None

EDU3310: Creativity and the Arts for Educators (3)
This course explores the integration of creativity and the arts into educational settings to foster student engagement, critical thinking, and holistic learning. Educators will examine the role of visual arts, music, drama, and movement in supporting diverse learning styles and enhancing cross-curricular connections. Through hands-on activities, collaborative projects, and reflective practices, participants will develop strategies to cultivate creativity in their classrooms, design arts-based lessons, and implement inclusive approaches to teaching the arts. Emphasis is placed on understanding the creative process, exploring cultural perspectives, and aligning artistic practices with educational standards. By the end of the course, educators will have practical tools and a deeper appreciation of the transformative power of the arts in education.
PREREQUISITE: None

EDU3350: Supporting Multilingual Learners (3)
This course introduces students to the foundational principles of supporting multilingual learners in diverse PK-12 educational settings. It explores theories of second language acquisition, cultural diversity, and bilingual education, with a focus on the challenges and opportunities of multilingualism in the classroom. Aligned with the Massachusetts Blueprint for English Learner Success, strategies for integrating language development with rigorous grade-level academic content will be emphasized. Students will also explore strategies for engaging families and communities in the learning process to create supportive environments for multilingual learners.
PREREQUISITE: None

EDU3340: Techniques and Strategies for Teaching Mathematics (3)
This course introduces techniques and strategies for teaching mathematics following the Mass State Standards for curriculum and instruction. Constructivist lesson planning which engages students individually and in small groups will be emphasized. PREREQUISITE: None

EDU3400: Health, Safety, Nutrition, and Wellness in Early Childhood (3)
This course focuses on the essential components of health, safety, and nutrition in early childhood education. Students will gain an understanding of best practices in nutritional education to support children's health and wellness. Major health concerns for young children will also be explored. Students will learn how to develop and implement programs and practices that promote healthy living for young children in and out of school through collaboration with families and the community. PREREQUISITE: None

EDU3450: **Observation and Assessment in the Early Childhood Classroom (3)**
This course provides an in-depth exploration of the principles and practices of observation and assessment in early childhood education. Students will learn to apply various observational

techniques and assessment tools to evaluate the developmental progress, learning needs, and educational outcomes of young children. The course emphasizes the importance of observation and documentation in creating individualized learning experiences and supports for children. Through hands-on practice, case studies, and reflective analysis, students will develop the skills necessary to use observation and assessment data effectively to enhance instructional strategies and promote positive developmental pathways. This course includes observational hours in AIC approved model classrooms. PREREQUISITE: None

EDU3500: Classroom Management and Behavioral Analysis for Teachers (3)
This course introduces classroom management techniques and strategies for teaching. Students will learn strategies to manage challenging behaviors, build relationships with students, teach self-regulation, create a positive learning environment, and create a pro-social classroom culture. PREREQUISITE: None

EDU3600: Child, Family and Community (3)
This course provides an in-depth exploration of the essential dynamics between children, families, and community systems. Students will gain an understanding of how to build and sustain effective partnerships that enhance the well-being and development of children. Participants will learn about theories and practical strategies for fostering collaboration among families, schools, and community organizations. Key topics include the roles and responsibilities of each stakeholder, effective communication techniques, and strategies for overcoming common challenges. The course emphasizes the importance of cultural competence and inclusivity, ensuring that partnerships are equitable and responsive to the diverse needs of children and their families. PREREQUISITE: None

EDU3650: Teaching Methods for Inquiry-Based Social Studies, History, and Science (3)
This course examines and assists the scientist and historian who have no teaching experience, but who would like to become a teacher in the PK through 12 setting. This course introduces the Methods for teaching Social Studies, History and Science and Inquiry-Based approaches following the Mass State Standards for curriculum and instruction. Constructivist lesson planning which engages students individually and in small groups will be emphasized. Students will explore inquiry-based learning and how it can be implemented in all classrooms. Research in subject specific education including different perspectives on learning and teaching will be explored. PREREQUISITE: None

EDU3700: Practices of Equity, Intersectionality, and Inclusion in the Classroom (3)
In this course, the students will explore the specific challenges facing educators in today's classrooms. They will analyze the relationship between schools and the society in which they exist. Our studies will encourage us to expand our understandings of diversity, equity, intersectionality and inclusion to address the needs specific to the school and classroom settings. To accomplish this, intersectionality must be fully understood so that we can truly understand our students. Anti-racism must be a foundational tenet of curriculum and instruction. Equitable instruction, dialogue, and grading practices all must work together to change the system that exists. Most importantly, "teachers, parents, and community leaders must approach education with the imagination, determination, boldness and urgency" (Love, 2019). PREREQUISITE: None

EDU4100: Assessment and Evaluation in the Classroom (3)
This course introduces formal and informal assessment tools used in classrooms to evaluate student learning and behavior. Students will examine a range of assessment methods, including standardized tests, formative and summative assessments, and behavioral observations, to understand how data informs instructional and behavioral decision-making. Through case studies, hands-on activities, and classroom simulations, students will develop skills in administering, interpreting, and applying assessment results to differentiate instruction and support diverse learners effectively. Additionally, students will gain insight into discrete trial training as used in Applied Behavior Analysis (ABA) within the classroom to enhance their assessment and intervention strategies. Emphasis is placed on effectively communicating assessment outcomes to students, families, and educational stakeholders. PREREQUISITE: None

EDU4300: Literacy & Inclusive Excellence (3)
This course examines the multiple literacies students bring to their educational experiences and ways educators work effectively with these based on learner needs. Included is an understanding of literacy and the role of educators in facilitating effective change in reaching learners from all backgrounds and abilities. An overview of the evolution of literacy from emergent to academic applications area explored. Of relevance is the role of educators working collaboratively across content areas and levels of education to analyze, identify, and reflectively respond to learner needs. Included is the necessity of inclusive excellence for deep learning in building rich learning experiences that facilitate students' academic, personal, and life success. PREREQUISITE: None

EDU4400: Policy and Advocacy in Early Childhood Education (3)
This comprehensive course examines the crucial intersection of policy, law, and advocacy in the world of early childhood education. An in-depth exploration of both federal and Massachusetts-specific laws impacting young children will be explored. Participants will gain an understanding of the legislative landscape that shapes early childhood education, including key federal regulations and state-specific policies and initiatives in Massachusetts. The course will discuss how to become an effective advocate, as well as cover practical strategies for influencing policy, such as working with legislators, building support in the community, and using data to support your cause. Through case studies, interactive workshops, and guest lectures from experienced advocates and policymakers, participants will develop the skills necessary to navigate the complexities of early childhood policy and become effective advocates for children's rights. PREREQUISITE: None

EDU4500: Supervision and Leadership in Early Childhood Administration (3)
This course provides a comprehensive exploration of effective supervision and leadership practices within the field of early childhood administration. Designed for current and aspiring leaders in early childhood education, the course will explore the critical frameworks and standards necessary for maintaining high-quality programs and ensuring regulatory compliance. Students will gain an in-depth understanding of the accreditation process through the Massachusetts Department of Early Education and Care (EEC), including the criteria and best practices for achieving and sustaining accreditation status from other recognized agencies such as National Association for the Education of Young Children (NAEYC). The course will cover

essential licensure requirements, helping students navigate the state and federal regulations affecting early childhood programs. A significant focus will be placed on the strategies and skills required for effective staff recruitment, hiring, and retention along with fiscal management. Students will explore methods for creating supportive work environments and fostering professional development. PREREQUISITE: None

EDU4847: Senior Capstone Project (3)
This course offers a unique opportunity to investigate, in-depth, an Educational Studies topic of interest. The design of the course is to afford students a unique learning opportunity that exceeds that of other educational courses. The learning theme of the course is "active producers of knowledge and understanding." The course structure focuses as much on the process of learning as it does on the content of learning. Due to the personalized and unique nature of this Capstone course, the instructor will be more closely aligned as your learning partner and classroom facilitator. As part of your experience, observations within the PK-12 classrooms will be completed based upon your identified project. PREREQUISITE: None

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English

ENG1200: Introduction to Academic Writing (3)
Introduction to Academic Writing develops fluency and confidence in student writing through activities such as brainstorming, drafting, revising, and proofreading. Instruction is also provided on grammar, punctuation, mechanics and other fundamentals of academic writing. Enrollment in ENG1200 is determined by performance on a placement test. Students who take ENG1200 may not take ENG1201 for credit. PREREQUISITE: None

ENG1201: English Composition (3)
English Composition is a writing-intensive course that prepares students for all levels of academic discourse. Emphasis is placed on the art of persuasion, on the development of students' critical thinking skills and on key rhetorical concepts such as audience, purpose and voice. Students learn the various steps to the writing process, from brainstorming to final revision and learn the importance of writing coherent, unified and organized essays that are fundamentally and mechanically sound. Though primarily a writing course, this course also helps students see the connection between reading and writing. Students will also practice reading critically and evaluating sources in order to develop a framework for identifying cultural biases and cultivating a worldview that accounts for multiple perspectives, cultures, and experiences. In addition, students learn the art of academic research and documentation in MLA and APA style. ENG1201 is determined by performance on a placement test or by satisfactory completion of ENG1100. Students who take ENG1201 may not take ENG1200 for credit. PREREQUISITE: None

ENG1202: Analytical Writing (3)
ENG1202 is an advanced writing course and is designed to extend reading and writing skills developed in English 1201. Emphasis is placed on critical and analytical writing and the analysis and interpretation of texts. Some sections of ENG1202 offer a curriculum that explores a theme

in literature. Students are exposed to a variety of authors from fields across the curriculum. They write essays in response to what they read by formulating and defending a thesis, by synthesizing sources and by evaluating information and ideas from multiple perspectives. Students will also practice reading critically and evaluating sources in order to develop a framework for identifying cultural biases and cultivating a worldview that accounts for multiple perspectives, cultures, and experiences. In addition, students learn the art of academic research and documentation in MLA and APA style. PREREQUISITE: ENG1200 or ENG1201

ENG2213: Public Speaking (3)
This course provides practice in the construction of speeches, analysis of appeals to various audiences and development of the speaking voice. It is a practical course offered to fit the needs of students in all fields. In cases of over-enrollment, seniors will be given preference. PREREQUISITE: ENG1202 or ENG1602 or permission of the instructor

ENG2325: Creative Writing I (3)
This course introduces students to the fundamentals of creative writing and to the different genres in which creative writers compose. Students write original fiction, non-fiction, poetry, dramatic dialogue, fantasy, and they will be given an opportunity to explore their own creativity. Additionally, students will incorporate research into a creative writing project. Students will create a writing portfolio and are expected to publish outside of class. Students will also be introduced to the editing and publishing process, and work to prepare student submissions for publication in AIC's literary magazine, *The Criterion*. PREREQUISITES: None

ENG2410: World Literature I (3)
This course offers a survey of notable works of drama, fiction, and poetry from various cultures around the world from the fifth century BCE to the late sixteenth century. This course will use literature as a vehicle for both interrogating imperial power and contextualizing the formation of national literatures in a number of different historical contexts, ranging from ancient Greece, China, India, Rome, medieval Japan and Europe, and early modern Europe. Selected texts may include *The Odyssey, Oedipus Rex, Lysistrata, The Bhagavad-Gita, Daodejing, The Metamorphoses, The Aeneid, The Thousand and One Nights, Beowulf, The Inferno, The Decameron, The Canterbury Tales, The Tail of Genji, The Lusiads,* and *The Tempest.* PREREQUISITE: ENG1202 or ENG1602

ENG2420: World Literature II (3)
This course offers a survey of notable works of drama, fiction, and poetry from various cultures around the world from the sixteenth to the twenty-first century. This course will use literature as a vehicle for both interrogating imperial power and contextualizing the formation of national literatures in a number of different historical contexts, ranging from early modern Europe before and after the Enlightenment, the Antebellum US, and pre- and post-colonial periods from Africa, South-East Asia, and Central and South America. Selected authors may include Shakespeare, Behn, Moliere, Swift, Flaubert, Tolstoy, Dostoyevsky, Chekhov, Ibsen, Joyce, Kafka, Marquez, Walcott, Rushdie, Melville, Wright, Morrison, Kincaid, Achebe, Diaz, and Gordimer. PREREQUISITE: ENG1202 or ENG1602

ENG2430: Survey of American Literature (3)

This course provides a one-semester overview of American literature from the colonial period to the present. Authors studied may include Poe, Emerson, Thoreau, Hawthorne, Douglass, Melville, Whitman, Dickinson, Twain, Frost, Hemingway, Faulkner, O'Neil and Williams. PREREQUISITE: ENG1202 or ENG1602 or permission of the instructor.

ENG2510: Survey of British Literature (3)
This course provides a one-term overview of British literature from the medieval period to the twentieth century. Authors may include Chaucer, Shakespeare, Donne, Swift, Wordsworth, Keats, Tennyson, Browning, Auden, Yeats and others. PREREQUISITE: ENG1202 or ENG1602.

ENG2520: African American Literature (3)
This course will explore African American literature through the lens of our current political climate in the US. We will explore a range of texts, themes, and questions in our class discussion; students will generate relevant written arguments that attempt to address some of the following questions: How can political movements like #blacklivesmatter be traced back to the organizing influence promoted by leaders like Martin Luther King Jr., Marcus Garvey, or Ida B. Wells? How has the narrative of "race" been constructed in historical, legal, and fictional narratives, and how did African American autobiographical narratives supplant these constructions? Why are gender, class, and sexuality inextricably linked to a discourse of "race" in America? How do recent examples of police violence against unarmed African Americans fit into a longer historical context of racial violence in the US? If, as W.E.B. Du Bois proposed, *the* problem of the twentieth century was the problem of the color line, what were the contemporary rhetorical and political strategies for providing solutions to that problem, and what have been the consequences or the legacies of those strategies? How should we confront privilege, prejudice, and racism in the twenty-first century? This course will explore African American literature from the eighteenth through the twenty-first century. We will explore a range of authors and genres which will include antebellum slave narratives, Reconstruction-era essays and autobiographies, poetry and fiction from the Harlem Renaissance, drama from the latter half of the twentieth century, as well as contemporary fiction and non-fiction. Selected authors include Douglass, Washington, DuBois, Hurston, Toomer, Bontemps, Hughes, Walker, Wilson, and Morrison. PREREQUISITE: ENG1202 or ENG1602

ENG2590: Creative Writing II: The Short Narrative (3)
This course explores the modern short story, from its origins in the early nineteenth century to its current form, through reading a wide variety of short fiction. We will focus on the history of the short narrative – how it reflects social and cultural movements – and how this form serves as a mode for personal expression and identity. A wide variety of authors include Twain, Carver, Poe, Chopin, London, Hemingway, Oates, Updike, Angelou, Walker and others. Students will study short fiction and compose 2-3 short stories over the course of the semester. PREREQUISITE: ENG2325

ENG3200: Topics in Literature (3)
A series of courses that concentrate on a single significant topic in literature. Representative topics include Cannibal Fictions, The Vampire in Literature, Folklore and Film, The Gothic

Imagination, Cli-Fi, Immigration Narratives, Drugs and Literature, Detective Fiction, Gender and Sexuality in Literature. PREREQUISITE: ENG1202 or ENG1602

ENG3340: Creative Writing III: Poetry (3)
This course will give students the opportunity to practice writing and revising in a variety of poetic forms. Students will study poetry from a diverse array of authors from across the globe. This course will investigate poetry for its historical and political investments, and students will end the semester with a portfolio or chapbook of polished poems. Poetic forms may include sonnets, wreaths, haikus, villanelles, limericks, odes, dirges, epithalaia, and free verse. Authors may include Shakespeare, Petrarch, Sidney, Donne, Whitman, Dickinson, Keats, Yeats, Thomas, Neruda, Stevens Bishop, Hughes, Walcott, Auden, Akhmatova, Sexton, Plath, Ginsberg, Hopkins, St. Vincent Millay, cummings, Coleridge, Tennyson, and Vuong. PREREQUISITE: ENG2325

ENG3370: Creative Writing IV: Creative Non-Fiction (3)
Exploring one of the most popular genres in the literary and publishing community, creative non-fiction gives students the opportunity to practice crafting personal narratives in different genres of non-fiction, which may include memoir, braided essays, travel writing, lyric essays or even literary journalism. Students will study different approaches from published authors and learn to shape their writing to a variety of audiences. Students will take their essays through the steps of research, peer-review and revision. PREREQUISITE: ENG2325

ENG3400: Major Authors in American Literature, 1492-1865 (3)
This course is a historical survey of American literature and its relation to American culture from its beginnings in 1492 through the Civil War. Authors studied may include Bradford, Bradstreet, Edwards, Franklin, Jefferson, Poe, Emerson, Thoreau, Hawthorne, Douglass, Melville, Whitman and Dickinson. PREREQUISITE: ENG1202 or ENG1602

ENG3430: Women Writers (3)
This course will offer a survey of Anglophone literature written by women from the nineteenth and twentieth centuries. The course will attend to themes of feminism, mental health, gender fluidity, sexual liberation, and patriarchal oppression in a historical, cultural, and political context. How have narratives written by women informed political movements such as American suffrage or, more recently, the #metoo and #timesup campaigns? This course will introduce students to a variety of narratives written by women and explore experiences and identities of women authors and protagonists as multitudinous, changing, and intersectional. Authors may include Jane Austen, Emily Dickinson, Willa Cather, Virginia Woolf, Toni Morrison, Jamaica Kincaid, Zora Neale Hurston, Nella Larsen, Charlotte Bronte, Jean Rhys, Nadine Gordimer, and Edwidge Danticat. PREREQUISITE: ENG1202 or ENG1602

ENG3440: Children's Literature
This course is designed to acquaint students with quality children's literature, both for their own pleasure and for their standards in working with their own children or students outside of class. Enduring masterpieces of children's literature as well as contemporary works will be included. PREREQUISITE: ENG1202 or ENG 1601, ENG1602

ENG3450: Environmental Literature (3)
This course surveys works by such environmental writers as Henry David Thoreau, John Muir, Rachel Carson, Edward Abbey, Annie Dillard, Aldo Leopold, Barry Lopez, Terry Tempest Williams, Al Gore, William Cronon and Bill McKibben. PREREQUISITE: ENG1202 or ENG1602 or permission of the instructor

ENG3800: Shakespeare (3)
This course explores a selection of Shakespeare's comedies, histories, tragedies, and romances from an early modern historical and cultural standpoint. This course also brings Shakespeare into the twenty-first century by applying post-colonial and other theoretical frameworks to Shakespeare's works. What do plays like *Othello* and *Titus Andronicus* have to teach us about racism in a post-Trump America? How do Shakespeare's comedies negotiate gender identity in a way that anticipates modern conceptions of gender fluidity and pan-sexuality? What can Prospero's authority over his storm teach us about living in a world where intensifying weather events are increasingly seen as the result of human behaviors? PREREQUISITE: ENG1202 or ENG1602

ENG4010: Creative Writing Capstone (3)
Students will complete a portfolio of creative writing for their capstone project that may consist of a combination of short fiction, a poetry chapbook, a feature-length screenplay, or play. Students will work closely with their English advisor to produce a substantial final project. Students will also be required to share their work with a wider audience, either through publication or performance. This course should be taken in the student's final year and should be taken after all of the other courses for the minor are completed. PREREQUISTES: ENG2325, ENG 3290, ENG3340, ENG3370, COM3260

ENG4700: Senior Writing Capstone (3)
This course offers students the unique opportunity to investigate through research and writing a topic of interest related to their major. The course is designed to give students the freedom to investigate topics of their own choosing in depth by taking their project through the steps of the writing process. Students will submit a proposal to the professor. Once approved, students will research and annotate sources, draft essays, participate in peer review activities, refine their writing through revision, and reflect on their process. Writing produced in this course can be used as writing samples for job applications or graduate school applications. This course can accommodate students who are majoring in a variety of disciplines including Liberal Studies, Occupational Science, International Studies, and others. PREREQUISITES: Open to seniors only.

Exercise and Sport Studies

EXS1000: Introduction to Exercise Science (3)
This entry level course in Exercise Science provides information on selected topics in the field of exercise science and other related health science disciplines which include: history of exercise

science, anatomy, exercise physiology, exercise epidemiology, nutrition, biomechanics, motor control/learning, and sport psychology. This course is designed to introduce students to the field and to prepare students for advanced courses in the Exercise Science curriculum. PREREQUISITES: None

EXS2100: Research Methods (3)
This course introduces students to the basic concepts of research methodology and terminology. It includes the identification of relevant research problems, examination of various research methods, and an introduction to statistical procedures/designs. PREREQUISITES: PSY2302

EXS2200: Principles of Sport Coaching (3)
This course provides an introduction and overview of important concepts within the profession of sport coaching, with an emphasis on the following topics: Coaching philosophy, including an introduction to culturally competent sport coaching, defining one's purpose and core values, connecting one's values to their philosophy, setting target outcomes, building trust and cohesion and leadership; Teaching athletes, including athlete learning, designing effective practice environments, and coaching effectively on game day; Considerations for athlete physical and mental health, including physical and mental readiness, athlete burnout, overtraining, and eating disorders in athletes; Evaluation and enhancement, including recognizing and building on team strengths and closing performance gaps.

EXS2300: Motor Development and Learning (3)
The course will examine the development of gross and fine motor skills over the lifespan in healthy populations. The course will also examine factors that influence the learning of new motor skills (Motor Learning) as a result of practice and/or experience. PREREQUISITES: EXS1000

EXS2400: Sport and Exercise Nutrition (3)
This course introduces basic nutritional concepts with application to exercise and athletic performance. An emphasis is placed upon energy expenditure during aerobic and anaerobic exercises, athletic diets, nutritional supplements, and the role of ergogenic aids in performance. PREREQUISITES: EXS1000

EXS2210: Prevention and Treatment of Common Athletic Injuries (3)
This course provides an introduction and overview of common athletic injuries which occur during participation in sport and physical activity. An emphasis is placed upon the prevention, recognition, and treatment of common injuries that occur during exercise, physical activity, or athletic participation. Medical emergencies and disease pathologies are introduced. A certification in First Aid and CPR/AED via the American Heart Association is highly recommended upon completion of this course.

EXS2500: Personal Training Certification (3)
The goal of this course/program is to prepare you for a long-lasting and fruitful career as a Certified Personal Trainer (CPT); regardless of your educational career background. With this

program, you're given all of the tools and resources needed to become a successful fitness professional and positively impact your client's health and wellness.

The 7th edition of NASM's Essentials of Personal Fitness Training has been updated with the most current evidence, strategies, and training techniques designed to equip fitness professionals with the necessary skills to optimize human potential and performance. The NASM Optimum Performance Training (OPT) model is the backbone of this process: a simple, straightforward approach to designing customized exercise programs that enhance your clients' abilities to achieve their health, wellness, and fitness goals. With OPT, you'll successfully train any client toward any goal. It's proven and easy to implement. This course has an additional fee associated with it.

EXS3050: Foundations of Strength and Conditioning (3)
This course will provide advanced study of the components of fitness. Topics of study will include, but are not limited to the following: fitness assessment testing, individualized exercise prescriptions, team conditioning programs, risk factor analysis and chronic disease prevention, behavior modification, nutrition and weight control, body composition analysis, hydration and heat illness prevention, physiological effects of training and overtraining. This course will incorporate principles of exercise physiology, nutrition, sports medicine, health, and wellness programming. Emphasis will be placed on theory of and participation in physical activity (anaerobic and aerobic systems training). Student instructed fitness laboratory sessions will be used to enhance lecture and activity understanding. The knowledge, skills, and abilities governing the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist (CSCS) examination will serve as foundations for content covered. PREREQUISITES: EXS1000 and BIO1200/1201

EXS3100: Human Biomechanics (3)
This course introduces students to the concepts of human body mechanics as they apply to human movement. An emphasis is placed upon the mechanics of movement pertaining to exercise, physical activity, and sports. Students will become knowledgeable of the anatomical and mechanical principles which govern human motion and understand how the structure of the body links to function. PREREQUISITES: EXS1000 and BIO1200/1201

EXS3200: Injuries and Evaluation of Lower Extremities (3)
This course encompasses common injuries which affect the athletic population and includes orthopedic evaluation, assessment, management and rehabilitation of the lower extremities and the peripheral joints. This course will be a combination of lecture and laboratory format for instruction. PREREQUISITES: BIO1200/1201

EXS3300: Physiology of Exercise (3)
This course explores the physiological effects of human physical activity. Topics to be covered include, the neuromuscular, cardio-respiratory, biochemical, and metabolic responses and adaptations to exercise/training. PREREQUISITES: EXS1000 and BIO1200/1201

EXS3400: Injuries and Evaluation of Upper Extremities (3)

This course encompasses common injuries which affect the athletic population and includes orthopedic evaluation, assessment, management and rehabilitation of the upper extremities and the peripheral joints. This course will be a combination of lecture and laboratory format for instruction. PREREQUISITES: BIO1200/1201

EXS4100: Therapeutic Exercise (3)
This course is designed to introduce and explore therapeutic exercise techniques. Students will gain an understanding of the theories and application methods of therapeutic treatments commonly used in rehabilitation programs on individuals recovering from exercise-induced injuries. PREREQUISITES: EXS3100 and EXS3300

EXS4200: Exercise Testing and Prescription (3)
This course introduces preventative and rehabilitate exercise program designs, basic concepts of electrocardiography, and exercise testing/prescription guidelines via the American College of Sports Medicine. PREREQUISITES: EXS3300

EXS4300: Exercise for Special Populations (3)
This course examines the recommended procedures for exercise testing and prescription in healthy and diseased populations. The course covers basic physiology of each condition along with the impact of exercise training on the health outcomes of each population.
PREREQUISITES: EXS3300

EXS4400: Gerokinesiology (3)
This course is designed to discuss the physiological processes of aging and how exercise impacts the aging process. Students will explore and develop exercise programs for the older adult population. The various cardiovascular, orthopedic, hormonal, and metabolic issues which commonly effect older adults are discussed and taken into consideration when developing an exercise plan. PREREQUISITES: EXS3100 and EXS3300

EXS4450: Senior Seminar (2)
This course is a senior level professional course designed to prepare students for entry into the profession and/or the application process into graduate studies. Faculty and students will focus on and discuss the following topics: current practices of the field, professionalism, research trends, resume building, interviewing skills, certification exam preparation, and building a professional portfolio. PREREQUISTES: EXS2100 and Senior status.

EXS4500: Research Seminar (3)
This course is designed to apply basic research skills to current literature in the field of Exercise Science. Students will gain an understanding of how to analyze different types of literature and what types of research designs are appropriate in various settings. An emphasis on APA style writing is also explored. PREREQUISITES: EXS2100 and Junior status

EXS4600: Therapeutic Modalities (3)
This course introduces students to the theoretical and clinical aspects of therapeutic modalities with regards to athletic rehabilitation. The physiological effects along with proper indications

and contraindications are discussed with each modality. Proper application procedures are emphasized. PREREQUISITES: EXS3100 and EXS3300.

EXS4800 Practicum (3)
This course will provide students in the Department of Exercise Science with experiential opportunities in the field of Exercise Science. Opportunities may include but are not limited to; organization, management, and oversight of on campus fitness facilities; Personal training; and small group training (if the student has appropriate certifications). PREREQUISITES: EXS3050 and EXS3300.

Fashion Design and Merchandising

FDM1250: Fashion Design I - Concept to Creation (3)
This course will introduce students to the principles and elements of Fashion Design. The process of concept development, research, sketching and design will be covered as well as basic pattern making, hand and machine stitching and fabric navigation. This course will culminate in a final design project and will include one full garment completed for grading. PREREQUISITE: None

FDM1400: Fashion History and Culture (3)
Fashion has always reflected the times. The story of every human being in every culture of all identities has been reflected by the clothes we wear. In this course we will study how fashion has been used to promote propaganda as well as assimilation and individualism. We will discuss the role fashion plays in our society as a key element to the world economy. The relationship between fashion and multi-media will also be discussed and will lead to a major group project breaking down unattainable standards of beauty. PREREQUISITE: None

FDM2250: Fashion Design II - Techniques (3)
Students in this course will learn advanced design and construction techniques in the process of garment creation. Machine stitching, pattern making, beading and trim techniques, dyeing and color change, and accessory design will be covered. Designs will be assessed constructively and will lead to a final design concept that will include statements of artistic vision and budget. PREREQUISITE: FDM1250

FDM3650: Fashion Show Capstone (3)
This course offers students the opportunity to work over the course of the entire semester to conceptualize, design, source, build and showcase an independent line of clothing. Students will market and curate a fashion show at the end of the semester in which this course is offered that will be open to the public and will offer students the opportunity to sell their work. PREREQUISITE: FDM1250, FDM2250

Finance

FIN2003: Managerial Finance (3)
This course introduces the student to financial management with emphasis on the identification and solution of the financial problems facing business enterprises. Basic financial analysis is examined in concert with management of working capital, management of long-term assets, cost of capital and long-term financing. Quantitative analytic techniques are used to introduce students to improved forecasting and planning methods. PREREQUISITES: ECO1401, ECO1402, and either ACC1601 or ACC2210.

FIN3200: Principles of Insurance (3)
This course is designed to provide a broad understanding of general theory and practice in risk management with emphasis upon those principles common to all areas: property, life, disability, liability, workers' compensation, and automobile insurance. The course also deals with issues of health insurance and the impact of government restructurings in this field with unique challenges. PREREQUISITE: FIN2003

FIN3202: Investments (3)
The course presents the organization and functions of the securities markets, types of investments, investment theories relating to risk and return on investments and an appraisal of modern techniques in bond and stock valuation. There is a focus on the social responsibility of investment decision makers and the growth of socially responsible (ESG) investing as an important perspective for all investors. PREREQUISITE: FIN2003

FIN3210: Spreadsheet Applications and Financial Modeling (3)
This course trains students in the preparation and presentation of spreadsheets and financial models using MS Excel software. Topics covered include: financial functions (NPV, IRR, annuities, FV), capital budgeting, optimization of objective functions under constraints, the capital assets pricing model, forecasting, time series and regression analysis, inventory and working capital management, ratio analysis. The focus is on developing skills that are directly applicable in the current workplace environment. PREREQUISITES: FIN2003, ACC1201, and either ACC1601 or ACC2210, plus knowledge of MS Excel

FIN3240: Money and Banking (3)
The course presents the essentials of money and banking with special reference to developments of recent years. Balanced emphasis upon both theoretical and practical aspects of the subject is the basis for interpretation of problems such as inflation, recession, the interest rate structure and national debt. The role of central banks (the Federal Reserve) in setting economic policy is analyzed in historical perspective and in the light of current economic issues related to managing business cycles. PREREQUISITE: 6 hours of economics and/or finance courses

FIN3800: Advanced Managerial Finance (3)
The course is designed to help students master the theory and applications of financial management. Emphasis is on the analytical aspects of financial problem-solving using theory and concepts applied to a business setting through the use of case examinations. The importance of advanced quantitative techniques and the useful application of capital budgeting techniques

are stressed. The material covered and the cases and problems examined offer an opportunity to assess and understand daily decisions on risk and return facing the practicing manager. These exercises also examine the ethical dimensions of financial management and the social responsibility of business as a key perspective in decision making. PREREQUISITE: FIN2003

FIN3840: Public Finance (3)
This course explores the role of government in the economy, applying tools of both microeconomics and macroeconomics to answer important policy questions such as government response to global climate change, school choice by K-12 students, Social Security versus private retirement savings accounts, government versus private health insurance, setting income tax rates for individuals and corporations. PREREQUISITE: FIN3200

FIN4010: Commercial Banking (3)
This course covers the fundamentals of the banking and financial-services industry: the organization and structure of the commercial banks; bank operations and their principal competitors; identifying and measuring financial and business risks, and applications for managing and hedging against risks. Attention will be given to sources and uses of funds, liquidity, earnings, capital structure and regulation. PREREQUISITE: FIN2003

French

FRE1201: Elementary French Language and Culture I (3)
This is a basic course designed for students who have had little or no experience with the French language. The course includes drills in pronunciation, elementary conversation, grammar and writing and the use of a cultural approach text. This is a comprehensive language course teaching the four skills of reading, writing, speaking and listening. PREREQUISITE: None

FRE1202: Elementary French Language and Culture II (3)
A continuation of FRE1201. PREREQUISITE: FRE1201 or permission of the instructor.

Graphic Design

GAD1200: Studio Art for the Graphic Artist (3)
Students will learn the principles and elements of art. They will learn techniques and processes to translate ideas into form coupling graphic and studio art-based concepts. The paint brush and stylus will be used to create the same image on screen and canvas. Students will also employ the stages of the artistic process to develop creative problem-solving skills. A vocabulary for participating in critiques will be introduced. Topics include color, form, space, line, pattern, rhythm, balance, perspective, and abstraction. PREREQUISITE: None

GAD1212: Graphic Design I: Typography and Web Design (3)
This first of a four-course progression in Graphic Arts and Design, this course will offer students graphic design theory, composition, and production skills. Proficiency with the

industry standard software tools of Illustrator, Photoshop, and InDesign. Students will learn the fundamentals of designing communication materials, including effectively conveying messages with typography, images, and symbols; logo and web design; branding and visual identity. Students will create communications pieces that promote themselves as well as benefit the AIC community. PREREQUISITE: None

GAD2412: Graphic Design II: Production Techniques with lab (4)
This second of a four-course progression in Graphic Arts and Design, this course will help students develop projects that will be distributed across multiple channels in print, on screen, and online. This course will emphasize the balance between technical and creative processes. Students will create several projects to advance their understanding of multifaceted design techniques in print and on the web, including websites, social media marketing, communication design, and advertising. Students will create their own portfolio website using art and design from their personal and academic collections, while focusing on communication, user experience and interface, mobile compatibility, and visual identity cohesion. This will also include communications pieces that benefit the AIC Community. PREREQUISITE: GAD1212

GAD2540: Digital Press Production (3)
This course will familiarize students with the theory and operation of Digital press. The technical components of these presses will be detailed emphasizing the advantages and limitations of the process, enabling the student to maximize their design capabilities. Printing substrates will be presented in detail along with color matching systems. PREREQUISITE: None

GAD2740: 3D, Screen and Vinyl Printing (3)
This course is an introduction to 3D, screen and vinyl printing. Student designed activities are supported by exercises that provide quality and control for printing process. Emphasis of the course is centered on establishing repeatability of the printing process by controlling variables; photographic stencil systems; single and multiple color image design, conversion assembly and transfer; multidimensional work, sheet-fed manual, and flat substrate printing applications of simple and complex close register line images. PREREQUISITE: None

GAD3412: Graphic Design III: Advanced Topography and Layout Design with lab (4)
The third in a four-course progression in Graphic Arts and Design, this course blends design for print and web seamlessly. Students will work in a workshop environment paired with a directed module format. Students will utilize photo, video, sound, illustration, and typography for work that reflects web, print, and social platform environments in an array of assignment types, and complete a full branding kit, one-page website, and mixed print/social campaign-all necessary requirements for working in the industry. PREREQUISITE: GAD2412

GAD3880: Packaging Design and Publishing (3)
This course will present aspects of the packaging industry and the array of materials and processes used in the design and production of packaging for consumer goods. Lectures will include the fundamentals of package construction, graphic design and production and the package's relationship to the product itself. Projects will incorporate design concepts, layout execution, and preparation of production art for specialty packages. PREREQUISITE: GAD3412

GAD4412: Graphic Design IV: Color Management and Reproduction with lab (4)
This fourth course in the four-course progression in Graphic Arts and Design, will begin by exploring some of the many fascinating aspects of color, including the nature of light and color perception. The course will delve into the world of color measurement and specification. Topics will include color printing characteristics, color standardization, hi-fi color, color proofing, and color management. Students will learn to evaluate and effectively proof color. PREREQUISITE: GAD3412

GAD4580: Digital Illustration (3)
This lecture course covers the rendering of images for illustration. Students will learn the techniques of drawing with a computer. Topics discussed will include visual composition, form, space, perspective, color, and modern art history, as well as Postscript and EPS format. Students will also engage in exercises and projects using the Adobe programs Illustrator vector-based drawing program and the Adobe Acrobat PDF program. PREREQUISITE: Senior Status or permission of the instructor.

GAD4899: Internship (3)
This supervised work experience will offer the students the opportunity to work for a professional entity. The semester prior to taking this course, students, with the help of faculty and staff will secure internship placement. Students must complete 126 hours of work for a professional entity across the semester in which they take this course. Students will set internship goals and will be assessed on those goals four times, week 5, mid-term, week 11and final. This course will meet once weekly to prepare for assessments and to share effective ways to best manage the internship experience. At the completion of the internship, students will present their accomplishments as part of a weeklong internship event. PREREQUISITE: Junior/Senior Status

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Health Systems Administration

HSA2000: American Healthcare System
This course provides an overview of the American healthcare system. Beginning with a historical look at healthcare in the United States, students will examine the important demographic, social, and economic issues that challenge the current healthcare delivery system and will gain an understanding of the difficulty in meeting the needs of both providers and consumers in this nation's quest for equal access to quality care.

HSA2211: Healthcare Management
This course offers an introduction to the principles of strategic management of health care organizations including hospitals, ambulatory and long-term care facilities. It focuses on their organizational structures and functions as it addresses key issues pertaining to the delivery of care, services offered and their value to the community they serve. This course will explain how healthcare leaders must become strategic thinkers with the ability to evaluate a changing industry, analyze data, question assumptions, and develop new ideas. Lastly, this course

demonstrates how strategic managers in carrying out the strategic plan, must evaluate its success, learn more about what works, and incorporate new strategic thinking into operations and subsequent planning.

HSA2630: Healthcare Marketing
This course provides insight into the rapidly growing area of healthcare marketing. Building on a basic foundation of marketing principles, it focuses its attention on marketing for healthcare providers, organizations, health-related products and medical devices. PRE-REQUISITE(S): NONE

HSA3100: Legal and Ethical Issues in Healthcare
This course examines the ethical and legal framework of the healthcare system and the issues that healthcare managers must deal with in order to address effectively the concerns of stakeholders, comply with governmental regulations and act in concert with the ethics of the medical professions. It includes analysis of the legal challenges of malpractice, patient confidentiality and conformity to administrative guidelines. It also applies classical theories of ethical decision making – utilitarianism, deontology, social justice – to issues faced by those managing healthcare establishments such as patient rights, use of human subjects, tissues in medical research, and end of life decisions and protection of intellectual property.

HSA3260: Managing Healthcare Information
This course will differ from traditional courses in information technology management education which tends to focus on systems analysis and disparate technologies while ignoring the context of problem solving that is so crucial to successful healthcare organization management. This New Applies Technologies Approach focuses on principles and practices and the usefulness of healthcare information technology to the healthcare organization and manager. It is important for all students taking this course to understand that the field of information technology management not only describes why firms do what they do but can also point to future strategies for managers.
This course does not presume that students have a significant information technology management background or even have taken an information technology course. Yet for students with a substantial background in information technology management, the course should be interesting and rich enough to provide a significant learning experience.

HSA4250: Healthcare Economics and Finance
This course provides a comprehensive overview of the financial structure, market forces, government policies and regulations, controls and techniques that apply to the healthcare sector of the economy. It examines the perspectives of multiple stakeholders – patients, physicians, hospitals, insurance companies, and government – in allocating costs and realizing profits from the delivery of healthcare. It also provides grounding in the financial tools and techniques needed to analyze complex healthcare problems and recommend sound solutions that maximize benefits to all parties while minimizing costs.

HSA4830: Capstone in Health Systems
This course focuses on the integration of health systems administration knowledge, skills, and practice acquired during the program. Emphasis will be on summarizing, analyzing and

synthesizing major key concepts and critically evaluating strategies to be applied in administration of health and public health systems. Focus will be on current challenges locally and globally. Capstone projects can take a variety of forms, including a qualitative or quantitative research project, a healthcare program proposal, a grant application, a literature review, or market analysis.

History

HST1400: Western Civilization I (to 1648) (3)
An introductory survey of the historical evolution of Western Civilization from its ancient origins to 1648 CE. This course introduces the students to methods of and issues in historical investigation. Its comprehensive approach includes the study of social and economic elements, religion, philosophy, literature, art, politics, and institutional developments. PREREQUISITE: None

HST1410: Western Civilization II (since 1648) (3)
An introductory survey of the historical evolution of Western Civilization from 1648 AD to the present. This course introduces students to methods of and issues in historical investigation. Its comprehensive approach includes the study of social and economic elements, religion, philosophy, literature, art, politics, and institutional developments. PREREQUISITE: None.

HST1420: World History I (to 1500) (3)
This course will provide a survey of World History from the origins of humanity to the Fifteenth Century, just before the European "voyages of discovery" that brought the Americas and Pacific into contact with the rest of the world. It will focus on the development of major civilizations around the globe with a special interest in the political, economic, cultural and other ties between these civilizations. PREREQUISITE: None

HST1430: World History II (since 1400) (3)
This course will provide a survey of World History from the Fifteenth Century to the present. It will focus on the global contacts and connections created since Columbus's voyage in 1492 as well as on important political, economic, social and cultural trends that have contributed to the creation of the modern world. PREREQUISITE: None

HST1510: U.S. History to 1877 (3)
A survey of the evolution of the United States from its colonial origins to the end of Reconstruction, this course explores the significant social, economic, intellectual and political developments, including state history of Massachusetts. PREREQUISITE: None

HST1520: U.S. History Since 1877 (3)
A survey of the evolution of the United States from the late 19th century to the early 21st, this course explores the significant social, economic, intellectual and political developments during "the American Age" of global history, including state history of Massachusetts.
PREREQUISITE: None

HST1600: African-American History to 1877 (3)
This course presents African-American history from African origins in colonial times to 1877. It focuses on the role African-Americans have played in the development of the United States. PREREQUISITE: None

HST2440: Civilization of the Ancient Mediterranean (3)
A survey of major themes in the cultural history of the Ancient Mediterranean world, beginning with the near east and continuing through Greek and Roman civilization. These cultures were remarkable for the scope of their intellectual achievements, ambition and power. As a result, the study of classical civilization is the traditional basis of a liberal education, providing a vital understanding of the moral and intellectual roots of current ideas on morality, politics, language and literature. This course explores the history of the Mediterranean world from the time of Homer to the fall of the Roman Empire. Topics include: Greek and Roman mythology, the philosophy of Plato and Aristotle, Greek and Roman theater, Latin classics (Seneca, Cato, Caesar, Tacitus, Livy) and major styles of art and architecture. PREREQUISITE: None

HST2500: American National Elections (3)
This course examines the structure of both presidential and congressional elections and the resultant consequences of those structures. The historical development of elections is emphasized. A case study of either the presidential or congressional midterm election will be analyzed with special attention given to campaign strategies. PREREQUISITES: POL1400, any 1000- or 2000-level history course or permission of instructor

HST2631: Introduction to Historical Research and Writing (3)
This seminar will introduce students to the basic issues and methods involved in the academic discipline of history. It will require them to write a paper based on independent research on a topic related to the theme chosen by the instructor for the seminar. PREREQUISITES: At least one 1000- or 2000-level history survey course plus sophomore standing or higher. Students must earn a grade of C- or better for this course to count towards their history major or minor degree requirements. Permission of instructor required if not a history major or minor.

HST3100: Coming to America: Immigration and Ethnicity in American History (3)
This course will examine immigration and ethnicity in American history and life. In order to do so we will examine successive waves of free and forced immigration from Europe, Africa, Asia and the Americas, from the 1600's to the 2000's. Particular attention will be paid to the nature of the immigrant experience and the regulation of immigration. PREREQUISITE: Any 1000- or 2000- level History course or permission of the instructor

HST3413: The American Radical Tradition (3)
This course will examine the nature and significance of the American Radical Tradition from 1776 to the present. The radical movements to be examined will be selected from among the following: American Revolution; Abolitionism, Women's Rights and Suffrage; Populism; Labor Movement; Socialism and Communism; Civil Rights and Black Power; the New Left; Feminism; the Gay and Lesbian Movement; the Environmental Movement. PREREQUISITE: Any 1000 or 2000 level History course or POL 1400 or permission of the instructor.

HST3415: Special Topics: (3)
HST3415 covers a topic of historical interest not addressed in other courses offered by the History Department. It will be offered periodically based on the needs and interests of faculty and students. PREREQUISITE: Any 1000- or 2000-level history course or permission of the instructor

HST3440: From Slavery to Freedom: African American History to 1877 (3)
The course will examine the African American experience from 1400 to 1877. Topics will include African slavery, the rise of the Transatlantic Slave Trade, slavery and racism in Colonial America, the American Revolution and slavery, Antebellum slavery in the South, abolitionist and antislavery movements in the North, the Civil War and emancipation and reconstruction. Emphasis will be placed on the African and African American experience and the contributions of African Americans to the growth of democracy. PREREQUISITE: Any 1000 or 2000 level History course or permission of the instructor

HST3441: African American History Since 1877: Reconstruction to Present (3)
The course will examine the African American experience from 1877 to the present. Topics will include Civil War and Reconstruction, Jim Crow, Great Migration and World War One, the New Negro, Great Depression and New Deal, World War Two and the Cold War, the Civil Rights Movement, Black Power, the Post-Civil Rights Era and the Obama era. PREREQUISITE: Any 1000-2000 level History course or permission of the instructor.

HST3500: The Supreme Court in American History (3)
A study of the historical role of the U. S. Supreme Court and its impact on American society, including an examination of issues of political theory and major court cases. PREREQUISITE: Any 1000- or 2000-level History course or POL1400 or permission of the instructor

HST4898: Independent Study (3)
Students may pursue supervised reading and/or research in topics they find especially interesting for one, two, or three credit hours. Advance arrangement and permission of the department chair required. PREREQUISITES: Junior or senior status and permission of the instructor

Honors Program

HON1200: First Year Honors Seminar (3)
This course will introduce students to the Honors Program as well as to some of the important issues that face humanity today, using examples from fields like politics, health care, and environmental studies. It will expose them to how experts from different fields approach their subjects and how they attempt to reach a consensus on the "facts." Finally, it will ask students to consider their own value systems and what they believe is important in life. Topics may change from semester to semester. PREREQUISITE: Enrollment is determined by selection for the Honors Program.

HON2212 Honors Seminar in Language and Literature (3)

This seminar explores a special topic in the field of language and literature. Subjects will vary each semester. PREREQUISITE: Participation in the Honors Program or invitation from the instructor.

HON2214 Honors Seminar in Visual & Fine Arts (3)
This seminar explores a special topic in the visual and fine arts. Subjects will vary each semester. PREREQUISITE: Participation in the Honors Program or invitation from the instructor.

HON2216 Honors Seminar on Philosophy & Ethics (3)
This seminar explores a special topic in philosophy and ethics. Subjects will vary each semester. PREREQUISITE: Participation in the Honors Program or invitation from the instructor.

HON2223 Honors Seminar on Individual & Interpersonal Behavior (3)
This seminar explores a special topic in individual and interpersonal behavior. Subjects will vary each semester. PREREQUISITE: Participation in the Honors Program or invitation from the instructor.

HON2225 Honors Seminar on American Heritage and Society (3)
This seminar explores a special topic in American heritage or society. Subjects will vary each semester. PREREQUISITE: Participation in the Honors Program or invitation from the instructor.

HON2227 Honors Seminar on Global Perspective (3)
This seminar explores a special topic dealing with global perspectives. Subjects will vary each semester. PREREQUISITE: Participation in the Honors Program or invitation from the instructor.

HON4601: Honors Thesis Preparation (3)
Under supervision of a faculty advisor, students will devise a plan for an honors thesis and do exploratory research and reading for this purpose. The faculty advisor will specify the requirements for successfully completing the course, which may include producing a prospectus or outline for the thesis and an annotated bibliography of relevant scholarly works on the topic. Students will then write the actual thesis in HON4899, which is normally taken the following semester. With the permission of both their faculty advisor and the Honors Program director, students may substitute their departmental capstone or research courses for HON4601. PREREQUISITE: Participation in the Honors Program or invitation from the instructor

HON4899: Honor Thesis (3)
The thesis represents the capstone for the Honors Program and will require each student to work in close conjunction with a faculty advisor to produce an independent work of scholarship in their discipline. Standards will vary from major to major, but students are expected to produce a substantial piece of written work or its equivalent. With the permission of both their faculty advisor and the Honors Program director, students may substitute their departmental capstone or research courses for HON4899. PREREQUISITE: HON4601

Information Technology

ITM1100: Introduction to Information Technology Systems (3)
Information Technology continues to be one of the most important topics in the modern workforce. This course will introduce you to the fundamentals of the field and teach you a range of valuable professional skills, including how to set up operating systems, how to troubleshoot problems, and how to build a computer. By the end of this course, you'll be prepared to take your next steps in IT and start solving technology problems on your own. PREREQUISITES: None

ITM2600: Networking Technologies and Telecommunications (3)
Whether a workplace is just a few people connected to a wireless router, or a financial giant, wired directly into the Nasdaq, it likely relies heavily on Network Technologies. This course will teach you how networks work, and how to set up and secure them. By the end of this course, you will be able to manage and maintain a range of different network types. This online class has optional live sessions. PREREQUISITES: ITM1100

ITM2700: PostgreSQL (3)
Modern applications often rely on databases and, by extension, need software systems to manage those databases. One such system is PostgreSQL, which is notable for including many features that help facilitate application development and protect data. By the end of this course, you will be able to use PostgreSQL to manage databases and support application development and integration. PREREQUISITES: ITM1000 and CYS2250

ITM3100: Operating Systems and Architecture (3)
Whether you're using a Mac or a PC, operating systems are a key part of how humans interface with technology. Therefore, understanding how they work is vital to understanding how computers power our world. This course will teach you the fundamentals of Operating System structure, function, and architecture, and prepare you to administer both Windows and Linux-based systems. PREREQUISITES: ITM1100 and CYS2250

ITM4200: Information Security and Data Protection (3)
Imagine a world where people were trying to steal from every home, workplace, or bank - all the time. That's the world of digital security. Because it's cheap to launch attacks on every system you can find, virtually every organization and individual is always under some level of digital attack. This course will teach you how to help defend against this constant assault and keep valuable information and critical systems safe. PREREQUISITES: CYS2250, ITM2600

ITM4500: Information Technology Capstone (3)
In this course, you will integrate the skills and knowledge acquired from previous studies to address systemic issues across all layers of an organization's IT ecosystem. You will learn to guide transformational change, ensuring that IT problems are not only resolved as they occur but also prevented in the future. By the end of this course, you will be equipped to solve IT challenges proactively and implement strategies that safeguard against potential issues, fostering a resilient and efficient IT environment. PREREQUISITES: CYS3100, ITM3100, ITM4200, MGT3661

ITM4899: Internship (3)
An internship provides an experiential learning opportunity, typically with a company, government agency, or community-based or non-profit organization. This internship links learning and student interest with the application of and further acquisition of knowledge in an applied, supervised work setting. A 3-

credit internship requires no less than 126 hours of work at the site. PREREQUISITES: MGT3661, ITM2600, ITM2700, ITM3100

Interdisciplinary

INT1200: Health Science Professions (3)
This course explores the various disciplines in the field of Health Sciences. Topics to be covered on each discipline include: history, educational requirements, licensure requirements, employment trends, and salary ranges. An emphasis is placed upon how the disciplines work together in the professional workforce and in an educational setting. PREREQUISITES: None

INT1500: Rock: Soundtrack for a Changing Society (3)
A history of rock and roll, tracing its diverse American influences from the 19th century blues, 20th century pop music and rhythm and blues to its emergence as a recognizable style in the 1950s. In addition to a study of its musical basis, there will also be an understanding of the relationship between the music and its symbiotic relationship with 20th century history and society. PREREQUISITE: None

INT1600: Personal Finance (3)
This course covers the principal facets of personal finance: budgeting, saving & investment, taxes, retirement, credit, and insurance. Over the course of their lives, individuals must make personal decisions in all of these areas; this course will teach the important concepts involved in making those decisions. PREREQUISITE: None

INT2000: Interdisciplinary Topics (3)
This course is designed for students to examine a topic, problem, or issue through multiple perspectives and subject matters. The course will engage students to think critically and creatively about an emerging issue or topic. Students will need to enroll in two to three different INT courses (in consultation with their advisor). PREREQUISITE: ENG1202 or ENG1602.

INT2040: Disease Detectives and Epidemiology (3)
This course explores the principles of epidemiology and the critical role of epidemiologists in responding to disease outbreaks and promoting public health. Through real-life examples, students will learn about communicable and non-communicable diseases, how epidemiologists investigate and control the effects of disease, and communicate important information to keep us safe. The course uses an interdisciplinary approach, incorporating biology, statistics, social sciences, and engineering. Classes include lectures, group discussions, and case analyses. PREREQUISITE: None

INT2100: Power, Identity, and Privilege (3)
Power, Identity, and Privilege cultivates our ability to engage in social and theoretical analysis, particularly about social structures, ideologies, and embodied practices that lead to domination or oppression. The course aims to help students think critically about their own social locations, their power and privilege, and what effect these have on their personal and professional contexts. It encourages students to deepen their commitment to dismantling privilege and oppression at

individual, institutional, and societal levels. It also seeks to help students apply their knowledge to real world applications and develop skills necessary to navigate today's complex social environment. PREREQUISITE: None

INT2125: The Evolution of the Vampire in Contemporary Culture: A Study of Literature, Folklore, and Film (3)
In the past decade, interest in, and even adulation of, the vampire has increased rapidly. Once thought of as a fringe pursuit confined to aficionados of horror films and Gothic novels, fascination with vampires has now blossomed into a pop-culture phenomenon. This course will investigate this progression, considering both the origins and growth of vampire lore from approximately the 18th century to the present. Avenues of scholarly inquiry will include literature, film studies, art, psychology, the rise of modern Goth culture, and historical accounts of vampires. PREREQUISITE: None

INT2200: Theater and Society (3)
This course is a theory-based course and will focus on the relationship theater shares with society. As theater reflects the world we live in, we must as theater artists take an interest in our communities. We will study the work of Augusto Boal, the Living Theater, the LGBT, Women's, and Black Theater Movements. Students will be assigned readings and will research societal movements. There will be a major final research project assigned that will be presented in class. This course will culminate with the class volunteering at a local school and will offer ensemble and community-building workshops to students. There is an attempt made to bring in a guest theater artist to engage students in a discussion of their work as a socially conscious theater artists. PREREQUISITE: None

INT2350: Mothers and Monsters: Feminist Investigations of the Creature Feature (3)
In this course, we will investigate the figure of the monster in film and literature through a feminist lens, and explore how monster narratives negotiate gender, sexuality, and race in relation to a monstrous Other. We will discuss feminist interventions into some of Hollywood's most iconic colonial and patriarchal monster narratives, and trace the development of this popular film genre from its literary origins in the gothic novel. How do monster movies represent femininity? How do women further the plot of a monster narrative, and how is female identity—motherhood, virginity, or sexuality—negotiated in relation to monsters? How can this genre distort the male gaze? We will address these difficult questions by watching a variety of monster movies from the last few decades, which might include *The Brood* (1979), *The Fly* (1986), *Aliens* (1986), *The Fly* (1986), *Jurassic Park* (1993), *The Descent* (2005), *Cabin in the Woods* (2011), *The Thing* (2011), *The Babadook* (2014), *Us* (2019), and *Invisible Man* (2020). We will situate these modern monsters against Mary Shelley's *Frankenstein*, and trace the development of this genre through a history of feminisms and across media. This course will also offer an introduction to feminist film theory, and introduce students to feminist and film concepts such as the male gaze, the Bechdel test, body genre horror, psychoanalysis, and descent narratives. We will explore texts by a range of horror authors including Stephen King, HP Lovecraft, Carmen Maria Machado, and Charlotte Perkins Gilman. Our primary texts will be supplemented by readings from feminist film theorists such as Cynthia A. Freeland, Linda Williams, Tania Modleski, Barbara Creed, and Laura Mulvey. PREREQUISITE: None

INT2400: The Hate U Give (3)
This course provides students with an opportunity to discuss race in America through the lens of the young adult film, "The Hate U Give." Students will discuss a range of topics including the racism, racial identity, double consciousness, codeswitching, Black Lives Matter, the media portrayal of police violence, micro/macroaggressions, and more. Students will read articles and short essays, as well as listen to podcasts and watch videos related to these topics. PREREQUISITE: None

INT2460: Theory of Knowledge (3)
This course challenges students to reflect critically on the diverse Ways of Knowing (perception, emotions, logic, and language) and the Areas of Knowledge (mathematics, natural sciences, human sciences, history, the arts, ethics, and politics). Participants will investigate how the Ways of Knowing are integral to comprehending the Areas of Knowledge. A central question is: How do we gain knowledge of the world, and what are the advantages and disadvantages of each way in which we learn of the world and our place in it? Theory of Knowledge encourages students to question and to discuss complex ideas and problems in order to get closer to objective and relative truths and promotes a deeper understanding of the complexities involved in obtaining knowledge. PREREQUISITE: None

INT2540: Health Psychology (3)
This course provides a comprehensive overview of the field of health psychology. It is a useful course for those planning to enter the healthcare field. The focus will be on adults, however, some pediatric issues will also be covered. This course will examine the history of health psychology, mind-body connections, the effects of stress and behavioral factors in illness. More specifically, this course will examine psychosocial factors related to adherence, coronary heart disease, hypertension, cancer, psychoneuroimmunology, chronic pain, obesity, and smoking cessation. PREREQUISITE: PSY1200

INT2600: African American Experiences (3)
This course will introduce students to the historical and cultural experiences of African American people in the United States. Students will examine the African origins of the Africans in the Americas, the formation of Black consciousness, and the various historical social movements that have defined black life and experience. Furthermore, students will analyze the impacts of the construction of race and racial prejudice on African Americans, and the ways in which African Americans have historically grappled with their complicated relationship with the ideals of freedom and democracy in the United States. PREREQUISITE: None

INT2620: Shakespeare Behind Bars (3)
This course combines theater history, performance, and literary analysis with contemporary debates about criminal justice reform. By providing an interdisciplinary approach to Shakespeare's plays, this course will trace themes of incarceration and bondage through the works of William Shakespeare, and then trace the history of Shakespearean performance through different systems of incarceration. What do the lines from *Julius Caesar* highlighted by Nelson Mandela and his fellow prisoners in the "Robben Island Bible" tell us about their experience of incarceration under apartheid? How has Shakespearean performance been utilized as a tool of rehabilitation for prisoners in the US, and with what results? How do incarcerated individuals

connect with the words, psychology, and behaviors of Shakespeare's characters? What role should the arts play in reforming the prisons and in countering mass incarceration in the US? PREREQUISITE: None

INT2655: Writing Your Truth: Memoir and the Sociological Imagination (3)
A memoir is a form of creative nonfiction in which an author recounts experiences from his or her life. Authors of memoir choose a pivotal moment in their lives and try to recreate the event through storytelling. The sociological imagination is a critical way of looking at our own lives and making connections between our individual experience and the larger social issues in our society. This 3-credit seminar course provides students with an opportunity to practice utilizing their sociological imagination by reading selections of a variety of classic and contemporary memoir and writing their own mini-memoir. PREREQUISITE: None

INT2800: Foundations of Medical Terminology (3)
An introduction to the terminology of medicine and health care based on the study of medical word roots, prefixes, and suffixes. Terminology is presented, in accordance to the physiologic systems. In addition to basic medical terminology, the course introduces medical abbreviations and some common pharmacological terms. PREREQUISITE: None

INT3000: Interdisciplinary Topics (3)
This course is designed for students to examine a topic, problem, or issue through multiple perspectives and subject matters. The course will engage students to think critically and creatively about an emerging issue or topic. Students will need to enroll in two to three different INT courses (in consultation with their advisor). PREREQUISITE: ENG1202 or ENG1602.

INT3100: Mentoring Students for Future Success (3)
This course will focus on upper-class students serving as Peer Mentors to an assigned cohort of first-year students who are also enrolled in a section of AIC1140 (APEX 1). This course will help develop skills as a mentor, facilitator, and leader. The course consists of attending all course meetings of the assigned section of AIC1140, fostering mentoring relationships outside of the classroom, and participating in ongoing training and reflection throughout the course of the semester. PREREQUISITE: Completion of AIC1140. This course is cross-listed as AIC3100. For students who began in Fall 2020, the course will fulfill an Interdisciplinary Course requirement.

International Business

IBS1400: Introduction to International Business (3)
The course will explain business and management concepts from an international perspective. It will focus on the social, cultural, political, legal and economic environments that influence international business operations. The course will look at international trade theories, the evolution of regional economic integration arrangements, foreign direct investment, international business ethics, governmental intervention in international trade and the importance of the foreign currency exchange market. Coursework will include special research projects for class presentation and discussion. PREREQUISITE: None

IBS1420: Diverse Cultures of the World (3)
The course provides the student with an understanding of the many cultures that make up the world we now live in. Today's world is a global world made up of people with diverse cultural backgrounds. It is important to recognize cultural sensitivities that exist in every society. Cross-cultural awareness and understanding are critical to meaningful relationships and for success in every walk of life. The course will look at culture, verbal and non-verbal communications, religion and roles of women and will include a survey of geographical regions such as North America, Latin America, Asia, Europe, Middle East and Africa. Emphasis will be placed on the contemporary issues found in today's international environment. PREREQUISITE: None

IBS2650: International Human Resources Management (3)
The course provides an overview of international human resource management. The globalization of business is having a significant impact on human resource management. Decisions have to be made on how to staff international operations; where and how to recruit and select personnel; how to train employees for international assignments and evaluate their performance; what compensation to provide them; how to facilitate the return of international employees to their parent organization; and how to handle international labor relations. The course will include a class seminar on preparing for success in your career and an IHRM interview exercise. PREREQUISITES: IBS1400 or permission of the instructor.

IBS3400: International Economics (3)
The course provides an analysis of economic relationships among countries, including studies of the balance of payments, the international monetary system, governmental adjustment policies, the theory of international trade and international financial markets. The course will look at international economics from both a micro-and macro-economic perspective. The course includes research work into recent international economic issues and crises. PREREQUISITES: IBS1400, ECO1401 or ECO1402, or permission of the instructor.

IBS3410: International Marketing (3)
The course will provide the student with an understanding of the pertinent issues in international marketing. The course will explain the international environment (cultural, political and legal) and the influence it has on marketing goods and services in the global marketplace. The course will look at global marketing strategies; the need for creating global products to meet consumers' tastes and preferences; pricing strategies for global marketing; global advertising and other promotional strategies; international distribution systems; and assessing global market opportunities. Coursework will include special research projects and/or case studies for class presentation and discussion. PREREQUISITES: IBS1400, MKT1450 or permission of the instructor.

IBS3620: Management of Export/Import Business (3)
The course provides a comprehensive overview of the principles, concepts and practices involved in the management of the export and import operations of a multinational enterprise. The course will enable the student to develop an in-depth understanding of the mechanics involved in exporting and importing. The course will concentrate on export/import laws and documentation; international sale/purchase agreements; use of intermediaries; payment methods

and financing options and government export/import assistance. The course will include a class project to develop an export/import operating manual for a multinational enterprise. PREREQUISITE: IBS1400 or permission of the instructor.

IBS3820: Global Supply Chain Management and International Negotiation (3)
This course is divided into two major topics. The first topic will address global logistics and supply chain management. Areas of interest will include international transportation modes, inventory control, packaging, storage, special trade outsourcing, logistics security, internet utilization and the environment. Emphasis will be placed on the future challenges in managing global logistics and the supply chain. The second topic will address the principles and concepts involved in negotiating internationally. Areas of interest will include the stages of negotiations, cultural differences, development of business negotiation plans and contract writing based on negotiation results. The course will include a business negotiations simulation between a U.S. company and a foreign company. PREREQUISITE: IBS1400 or permission of the instructor.

IBS4430: International Organization and Administration (3)
This course provides an analysis of various models of international operations by focusing on the typical structures of doing business on a worldwide basis. Using the case study approach, students will look at the operational issues/problems faced by multinational enterprises. The course will also include a research project on how multinational enterprises organize and operate internationally. Open to juniors and seniors. PREREQUISITE: IBS1400 or permission of the instructor.

IBS4889: International Business Capstone Course (3)
This is a senior-level international business capstone course. The course objective is to provide seniors with a comprehensive course to review their knowledge and understanding of international business theories and concepts and their relationship to one another. The student will develop a system-level model of a U. S. company entering the international marketplace with the goal of becoming a multinational enterprise. The company will look at the different regions of the world and select the best country to enter. The U. S. company will decide on how to operate in that country looking at collaborative arrangements like joint venture, licensing and foreign production. The foreign operation will be used to market to other countries within the region with the long-term objective of marketing globally. The model will be interactive with sub-models and controlled scenarios to create a real-world international business environment. PREREQUISITE: Senior IBS status or permission of the instructor.

IBS4890: Special Topics in International Business (3)
This is an advanced course designed to give the student the opportunity to do independent research work on specific international business topics, global regions or countries. Examples of topics can include: doing business in Asia, Europe, Latin America, Africa, or the Middle East, big emerging markets (BEM); and impact of U. S. laws on international business. PREREQUISITE: Senior status or permission of the instructor.

International Studies

INS4800: International Studies Seminar (3)
A reading and research seminar for international studies majors and minors on contemporary topics in world affairs that will help students make connections between the various disciplines in which they have completed coursework for the program. Since the topics will change each time the course is offered, it is repeatable one time. PREREQUISITE: International studies major or minor in junior or senior year or permission of instructor

INS4890: Study Abroad (3)
Intended for students who are spending a regular semester abroad, the details are to be approved by the advisor and the dean of the School of Business, Arts, and Sciences. Any requirements within the major must be approved by the appropriate chair or dean and requirements for general education must be approved by the dean of the School of Business, Arts, and Sciences. PREREQUISITE: None

INS4899: Internship (3)
This course allows international studies majors to deepen their understanding of international affairs by pursuing an internship with a governmental or non-governmental organization that works in an international field. They will be required to work a regular number of hours (usually 10) each week during the semester. Besides fulfilling the expectations of their on-site supervisors, they must also write regular reports for their faculty supervisor. This course is offered every semester. It also may be taken over the summer if the internship opportunity is located outside of the greater Springfield area. In this case, it is expected that the participant will work a full-time schedule covering at least several weeks for their sponsoring institution. Students may take it only once for academic credit. PREREQUISITE: Majors or minors only, junior or senior status. Internship must be arranged at least one semester in advance with the sponsoring institution and be approved by the director of the international studies program

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Italian

ITL1000: Conversational Italian I (3)
This course will enable students to develop the basics of oral skills, the main goal being to become functional in the language. The course will include guided practice in conversation to enhance communicative competence, small group discussions in Italian on practical topics and practice of colloquial and idiomatic speech patterns in Italian to emphasize correct pronunciation and intonation. Movies and other audiovisual material will be used to enrich the learning experience and acquaint students to aspects of Italian culture and society. PREREQUISITE: None

ITL1201: Elementary Italian Language and Culture I (3)
This course is designed to introduce and develop basic speaking, writing, reading, and listening skills on the Italian language through practice in conversations, dialogues, and interactions with classmates and the instructor. The main goal of each lesson is to become increasingly functional in the language. The focus of each lesson is to reinforce and build on pronunciation, intonation,

vocabulary, and grammar. In addition, there is a broad exposure to various cultural and societal aspects of Italy. PREREQUISITE: None

ITL1202: Elementary Italian Language and Culture II (3)
A continuation of ITL1201. PREREQUISITES: ITL1201, permission of the instructor

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Management

MGT1400: Principles of Management (3)
This course offers an introduction to the principles of management and their application to business. The basic management concepts of planning, organizing, controlling, motivating, communicating, staffing and leading provide the basis for understanding of the management profession and a basis upon which higher level management courses can build more specialized knowledge. PREREQUISITE: None

MGT2400: Organizational Behavior (3)
This course provides a conceptual framework for understanding and studying the dynamics of behavior in organizational settings and for applying these concepts to improving organizational effectiveness. Included are personality, organizational theory and structure, the decision process, the communication process, group dynamics and leadership and conflict resolution. PREREQUISITE: MGT1400 or PSY1200 or permission of the instructor

MGT3200: Labor and Industrial Relations (3)
This course provides a broad investigation of labor-management relations. It encompasses the historical development of the labor movement, the legal environment and the nature of labor-management relationship. Current case decisions and role-playing exercises will be utilized to illustrate the process of contract negotiations and contract administration. PREREQUISITE: MGT1400 or permission of the instructor

MGT3201: Business and Society (3)
Current issues of ethics in society as they affect business behavior will be discussed. Topics include the social responsibilities of business, environmental issues, human rights and technological progress, business ethics and an analysis of global societal values. PREREQUISITE: Open to juniors and seniors

MGT3202: Leadership (3)
Leadership involves change and facing up to difficult decisions and situations. The intent of this course is to give a practical understanding of leadership, its demands, its wide variety of effective styles and both its positive and negative impacts on organization. PREREQUISITE: MGT1400

MGT3213: Human Resource Management (3)
This course examines the problems of personnel relationships in business and industry. Primary emphasis is placed upon the psychological factors in human relations; the purpose, organization

and functions of the personnel department, instruments of personnel control, such as interviewing, testing, the making of job analysis, classification, personnel education and training, employee incentives, retention and similar related topics. PREREQUISITE: MGT1400

MGT3661: Project Management (3)
This course introduces the techniques used to plan, manage and complete projects in accordance with guidelines to which all participants and beneficiaries have agreed. It distinguishes project management from general management and examines the principal concepts and methods that have been developed to manage projects successfully: defining project objectives, the Critical Path Method, application of Lean/Six Sigma and other quality techniques, team building and conflict resolution, allocation of resources - human, physical and financial, uses of probability to assess project time lines (PERT), GANTT Charts and project control through budgeting. Students will apply software to managing their own projects. The course also covers the general principles of Management Science and Systems Theory - giving students an understanding of how models can be used to improve the quality of management decision making. Classes will introduce students to these areas of project management. Students will then apply the techniques and concepts to running an actual project so that they master these important skills by using them. PREREQUISITE: Business Junior/Senior major or permission of the instructor

MGT4694: Directed Study (3)
Selected readings are chosen in accordance with the student's interests and background. PREREQUISITES: Senior status, written application setting forth objectives and reasons for the student's desire for a readings course, permission of the instructor and approval of the dean of the School of Business, Arts and Sciences.

MGT4695: Special Topics in Management (3)
Descriptions change as topics vary. PREREQUISITE: permission of the instructor

MGT4800: Senior Policy Seminar (3)
This meets the requirement as a writing intensive course in the major. This seminar is designed to provide the student with an opportunity to apply the wide array of knowledge gained through his/her academic program through a professional and comprehensive business plan. The student's knowledge application will be assessed through the business plan and a series of examinations. PREREQUISITE: Senior status, management and business majors and minors

Management Information Systems

MIS1220: Applications of Microcomputers (3)
This course is a survey of microcomputers as used in today's environment. The student will become familiar with current trends and uses of microcomputers as well as hands-on exposure to spreadsheets, databases, word processors and operating systems. Students will be required to develop applications in each of the software areas. PREREQUISITE: None

MIS1300: Business Analytics with Excel (3)

In this course, students will learn how to create and format worksheets to input, manipulate, and analyze data using tools and functions in MS Excel. Students' critical thinking skills will be developed to solve problems, make decisions, examine performance, generate reports and tell a story using data. PREREQUISITE: None

MIS2310: Introduction to Management Information Systems (3)
This course provides an introduction to information systems from a business point of view. Subjects to be covered include: terminology, a survey of hardware and software, introduction to systems analysis and design, as well as an overview of the college's computer facilities. This meets the requirement as a writing intensive course in the major. PREREQUISITE: None

Marketing

MKT1450: Principles of Marketing (3)
Marketing is a key activity that enables businesses and organizations to achieve their goals by satisfying the needs of others through mutually beneficial relationships. This course will provide students with an understanding of important marketing theory and practices, including: the marketing concept, the marketing environment, market segmentation, product positioning, product and brand strategies, pricing strategies, marketing communication strategies, distribution strategies, consumer and business buying behavior and digital marketing. PREREQUISITE: None

MKT2600: Consumer Behavior (3)
A thorough understanding of consumer behavior is the bedrock of any successful marketing strategy. Some of the topics to be covered with respect to their effect on consumer behavior include: consumer decision-making, attitudes and purchase intentions, cognition and emotion, cultural and social factors and learning theories. Theories and concepts will be drawn from marketing, psychology, communication and sociology. PREREQUISITE: MKT1450

MKT2610: Distribution Strategies (3)
Store organization, operation and control, including location, equipment, layout, buying, markup and merchandising techniques are examined. Minor emphasis will be placed on management problems in areas of pricing, selling and promotion, personnel, credit and inventory control. Integrated distribution strategies, the internet and social media will be examined. PREREQUISITE: MKT1450

MKT2700: Brand and Price Strategies (3)
Branding is endowing products and services with the power of a brand. Students will learn how to position brands and to create differences in the marketplace. Analysis of the market, competition, technology and cultural changes are fully examined. PREREQUISITE: MKT1450

MKT2710: Integrated Marketing Communications IMC) (3)
This course introduces a model of the IMC (integrated marketing communications) planning process and the steps taken in developing a marketing communications program. Research-based examinations of organizations needs for programs that can meet the global challenges and their

impact. Promotions Management, Communication Process and Ethical Issues will be discussed. PREREQUISITE: MKT1450

MKT3380: Event Marketing (3)
The importance of customer engagement and the emergence of digital marketing in both consumer and business marketing has led to a dramatic increase in event marketing. Both virtual and "face-to-face" events are now seen as critical tools for branding, sales and lead generation, customer engagement, and customer education. Students will learn how to develop an event strategy for a target market that both accomplishes a specific marketing goal and supports the brand's overall marketing strategy, to create and plan the actual event, to promote the event, and to use metrics to measure the success of the event. PREREQUISITES: MKT1450

MKT3400: Professional Sales Development (3)
Professional sales is the primary personal communication tool used by businesses to find, create and retain customers. Firms and individuals with superior sales skills will have a competitive advantage in the marketplace. The goal of this course is to expose students to the current state-of-the-art sales methods and skills used in business today. Students will learn through active participation and will receive the same type of professional sales training found in top corporations. Topics and methods include need-satisfaction selling, partnering skills, prospecting, SPIN questioning, handling objections and closing. PREREQUISITE: MKT1450

MKT3500: Advertising (3)
Emphasis is placed on practical use of advertising in the operation of ordinary business, including the study of the various media available and their use. Sufficient time is spent on the role of advertising in the marketing mix and its effects upon our economy. Included is the study of the fundamentals of advertising creation: research, appeals, copy, illustration, layout and reproduction. A study of the advertising agency includes analyses of current advertising campaigns and types of media chosen for such campaigns. PREREQUISITE: MKT1450 or permission of instructor

MKT3510: Entrepreneurship and Opportunity (3)
An overview of the entrepreneurship process starting with the individual, the creativity process, the entrepreneurial idea/concept and feasibility analysis and concluding with the business plan. Field trip(s) and guest speakers (e. g., alumni and faculty) appropriate to venture startup and infancy are incorporated. Topics include forms of business organization, patent/copyright laws, management, finance, store layout, employee theft and franchising. PREREQUISITE: MKT1450 or MGT1400

MKT3550: Entrepreneurship Management (3)
Your startup/inheritance/acquisition has grown and faces a new set of opportunities, problems and risks. Topics include foundations for long-term success, strategic planning, business development, sustainable growth and control systems in venture-specific, critical areas. Field trips and guest speakers from growing ventures are planned. PREREQUISITE: MKT1450 or MGT1400

MKT3600: Marketing Research (3)

The ability to secure and utilize market information is critical to successful decision making in business. The purpose of marketing research is to help managers make better and more profitable decisions by providing meaningful and cost-justified information. Students will learn about the role of marketing research in decision making and how firms practice marketing research by conducting their own research in group and class project(s). Topics include problem definition, selecting and using secondary data, research design, qualitative research, designing surveys, sampling techniques, scaling and measurement issues, digital marketing research techniques, and research validity. PREREQUISITE: MKT1450

MKT3620: Social Media Marketing (3)
Social media has changed much of the playing field in marketing and advertising. Through social media, customers now have access to the vast experiences of other customers to guide their purchase behavior. Conversation and participation are the norms in social media and social communities. Students will learn about the different types of social media, create social media marketing strategy and create content and engagement strategies for various social media platforms. PREREQUISITE: MKT1450

MKT3656: Entrepreneurship Financial Management (3)
An overview of the financial requirements for an entrepreneur and the management of a startup business. The focus of this course is to evaluate and minimize the major financial issues associated with the starting and maintaining a business. These include determining and acquiring sufficient startup capital and financial indicators of failure such as to much inventory, high administrative costs, etc. PREREQUISITE: None

MKT3691: Introduction to Wines (21 YEARS OF AGE OR OLDER) (3)
STUDENTS MUST BE 21 YEARS OF AGE OR OLDER BY THE FIRST DAY OF THE TERM. Students will be introduced to the major wine producing regions of the world and what consumers need to know to fully enjoy and appreciate wines. Fee charged. PREREQUISITE: None

MKT3725: Digital Marketing (3)
Digital marketing strategies and techniques are critical to success today. Businesses now spend more money on digital marketing strategies and related marketing technology than traditional advertising and promotion. Students will learn a variety of essential digital marketing strategies in Search Engine Optimization (SEO), Search Engine Marketing (SEM and PPC), Digital Display Advertising, Mobile Marketing, Social Media Marketing, Marketing Automation, and Email marketing. PREREQUISITES: MKT1450

MKT4694: Directed Study (3)
Selected readings are chosen in accordance with the student's interest as directed and approved by the instructor. PREREQUISITE: None

MKT4810: Strategic Marketing (3)
Crafting a winning superior strategy in the face of increasing global competition and a constantly changing business environment requires an approach that integrates and exploits organizational strengths to develop sustainable competitive advantage. Students will learn the process of

developing marketing strategy as well as the latest developments in strategic thinking. The course will cover strategic marketing issues such as market segmentation and opportunity analysis, product and branding, pricing, marketing communications, distribution, marketing control and performance analysis. Students will explore these issues through case analyses, class and group projects, guest speakers and by creating a marketing plan. PREREQUISITE: MKT1450, junior and senior status or permission

Mathematics

MAT1250: Finite Mathematics I (3)
This course presents numbers, linear equations, linear inequalities, matrix algebra with applications, linear programming and the simplex method. The course is designed for business administration majors. PREREQUISITE: None

MAT1260: Finite Mathematics II (3)
This course examines sets, counting techniques, probability, decision theory, statistics and Math of Finance. PREREQUISITE: None

MAT1430: Foundations of Statistics (3)
This course examines the various tools and techniques used in analyzing quantitative data, including descriptive statistics, probability and random variables, sampling design, theory of estimation and hypothesis testing for parameters of a single population, student 't' and normal distributions. A year of high school algebra is recommended but not required. The course will make active use of technology by requiring the use of computer software. PREREQUISITE: None

MAT1630: College Algebra (4)
This course presents a survey of college algebra to include sets, field properties, solution of equations and inequalities, functions, graphing, the factor theorem, analytic geometry and exponential and logarithmic functions. The course will make active use of technology by requiring the use of a graphing calculator. PREREQUISITE: One year of both Algebra and Geometry

MAT1840: College Algebra and Trigonometry (4)
This course is an in-depth survey of algebraic and geometric problem-solving techniques, including solutions of polynomial equations and inequalities, curve sketching techniques and trigonometry from the triangular and functional standpoint. The course will make active use of technology by requiring the use of both a graphing calculator and computer software. PREREQUISITES: One year of both Algebra and Geometry and permission of the instructor or MAT1630

MAT2004: Biostatistics (3)
This course presents the principles of statistics as applied to the analysis of biological and health data. Topics include descriptive statistics, probability distributions, hypothesis testing, analysis

of variance, non-parametric statistics and regression analysis. The course will make active use of technology by requiring the use of computer software. PREREQUISITE: MAT1840

MAT2030: Statistical Analysis for Business Decisions (3)
This course stresses the application of probability and statistics in business decision-making using cross-sectional and historical data. The course begins with estimation and hypothesis testing for parameters of two populations. The Chi-square distribution is applied to contingency tables and the F distribution is applied to analysis of variance with emphasis on statistical decision-making models. Time series analysis, linear regression and correlation models are constructed and estimated. The traditional tests of statistical significance are applied and the models are examined in light of the assumptions underlying the least-squares technique. The course will make active use of technology by requiring the use of computer software. PREREQUISITE: MAT1430

MAT2400: Calculus I (4)
This course discusses limits, continuity, derivatives, maximum and minimum problems, related rates and Mean Value Theorem. The course will make active use of technology by requiring the use of a graphing calculator and computer software. PREREQUISITE: MAT1840 or permission of the instructor and the department chair

MAT2500: Calculus II (3)
This course includes the study of integration, applications of the definite integral, transcendental functions and methods of integration. The course will make active use of technology by requiring the use of a graphing calculator. PREREQUISITES: MAT2400, enrolled in MAT2501

MAT2501: Calculus II Laboratory (1)
This lab presents computer applications of the ideas and techniques discussed in MAT2500. CO-REQUISITE: MAT2500

MAT2600: Calculus III (3)
This course includes the study of hyperbolic functions, polar coordinates, vectors and parametric equations, l'Hopital's Rule, sequences, infinite series, limits, continuity, partial differentiation, optimization and multiple integration for functions of several variables. The course will make active use of technology by requiring the use of a graphing calculator. PREREQUISITE: MAT2500

MAT2601: Calculus III Laboratory (1)
This lab presents computer applications of the ideas and techniques discussed in MAT2600. CO-REQUISITE: MAT2600

MAT3894: Directed Study (3)
This course provides directed study on special topics in mathematics. PREREQUISITE: Permission of the department chair

Micro Emerging Markets

MEM2000: Cannabis Entrepreneurship (3)
As an emerging multi-billion dollar industry, cannabis presents a myriad of marketing opportunities. In this course, students will examine customer groups, products, and services in the recreational market. The effect of price, quality and competitors (i.e. illegal market) will be considered in how to compete effectively in the market. Students will be presented with basic information on the key components of the Cannabis industry - legal, business models, capital/finance, and marketing - will be explored through the marketing and entrepreneurship lens. PREREQUISITE: None

MEM2010: Cannabis Business Operations (3)
In this course, students will analyze the evolving cannabis marketplace and investigate the complexities and challenges of this sector. The course will conduct an in-depth examination of the key components of different business types, how the sector is evolving, key roles of production, testing, retail, and security. Considerable time will be spent examining the many entry points into the cannabis industry and focus on starting and operating a cannabis business. In addition, financial constraints and investments will be introduced as well as strategic marketing in the industry. PREREQUISITE: None

MEM2020: Law and Ethics of Cannabis (3)
Legislation of cannabis will be examined. Students will learn to locate, understand and analyze legislation. Discussion will be around the legal and ethical implications of cannabis use, legalization, criminal activity and marketing. Perspectives of law enforcement, business owners, and recreational users will be explored. PREREQUISITE: None

Music

MUS1000: Music Appreciation I (3)
The aim of this course is to increase the student's understanding and enjoyment of music and to strengthen one's ability to benefit, as a listener, from music. The course will begin with the materials of music and introduce examples of music from the Baroque through the 20th century periods of music. PREREQUISITE: None

MUS1010: American Musical Theater (3)
A comprehensive overview of musical theater in America from its inception in the United States at the turn of the century, through the era of Rodgers and Hammerstein, Sondheim, Andrew Lloyd Webber and the concept musical of today. PREREQUISITE: None

MUS1020: Jazz, Its Evolution and Impact (3)
This course traces the course of jazz from the African's musical heritage to the New World through work songs, spirituals and blues, the birth of jazz in New Orleans and its dissemination to St. Louis, Chicago, Kansas City and New York. PREREQUISITE: None

MUS1420: Music Studio I: Concept to Creation (3)
This course will offer students the opportunity to work in an audio recording studio and develop independent music. This work can span genre and style and will in all cases reflect the individual artistic mission of the artist creating it. Students will engage the foundational elements of Music Theory in the process of concept development. Student will be assigned a series of recording and composition-based assignments that will prepare them to compose, rehearse and record their musical work. This course is the first in a three-course progression that will culminate in each student releasing an album of original music. PREREQUISITE: None

MUS2420: Music Studio II: Recording and Editing (3)
This course will offer students the opportunity to work in an audio recording studio and develop independent music. Students will learn to integrate editing and recording software into the artistic process. The process of creation will be enhanced through the use of multimedia technology. Students will be assigned a series of projects that will prepare them to develop a recording landscape in digital and audio music making. This course is the second in a three-course progression that will culminate in each student releasing an album of original music. PREREQUSITE: MUS1420

MUS3200: Navigating the Music Industry (3)
The music industry is a multi-billion-dollar enterprise that makes and breaks the careers of countless artists each year. To underestimate the business and corporate aspects of the industry would be to discount its power and influence over our daily lives. In this course, students will study the history and systems that make up the music industry. Music marketing and branding, ethical dilemmas, and twenty-first century challenges will be covered. PREREQUISITE: None

MUS3420: Music Studio Capstone (3)
This course is the third in a three-course progression that will culminate in each student developing an album. The technical and artistic process of music creation as well as the branding and marketing of your work will be covered. Students in this course will develop an abridged album continuing the work developed in MUS2420, Music Studio II: Recording and Editing. Students will develop a statement of music philosophy, curate their album, further integrate editing and recording tools and will choose a platform to best share their work. If possible, an album release event will be held. PREREQUISITE: MUS2420

Nursing

NUR2540: Introduction to Professional Nursing (2)
Introduces the components of the organizing framework of the nursing major. Explores the history, definition, philosophy, and role of professional nursing. Environmental forces, e. g., socioeconomic and cultural, that impact on nursing practice are presented. Selected ethical and legal aspects of nursing practice are identified. PREREQUISITES: BIO1200, BIO1210, BIO1300, PSY1200, SOC1100, ENG1100, ENG1202, CHE1210/11 may be taken concurrently. COREQUISITES: NUR2541, NUR2755, PSY2450, PSY2302

NUR2541: Introduction to Professional Nursing Laboratory (1)

This laboratory experience introduces computational concepts required for professional nursing practice. Concepts include (but are not limited to) systems conversion, ratio and proportion, dosage calculations and intravenous calculations supported with a computerized assisted learning program. COREQUISITE: NUR2540

NUR2755: Pathophysiology-Pharmacology I (3)
This course will examine the concept of human disease states and discuss their clinical management with an emphasis on nursing interventions. Major body systems addressed in this course include cardiovascular, pulmonary, neurologic, renal, hematologic, and endocrine systems. In addition, appropriate pharmacological interventions for select disease states are also discussed. Drugs will be presented by classification, groups, and prototypes. Principles of drug action, including pharmacokinetics and pharmacodynamics, nursing considerations and client teaching for each prototype will be emphasized. PREREQUISITES: BIO1200, BIO1210, BIO1300, PSY1200, SOC1100, ENG1100, ENG1200. CHE1210/11 may be taken concurrently. COREQUISITE: NUR2540, NUR2541, PSY2450, CHE1210/11

NUR2756: Pathophysiology-Pharmacology II (3)
This course will examine the concept of human disease states and discuss their clinical management with an emphasis on nursing interventions. Major body systems addressed in this course include gastrointestinal/genitourinary, renal, cardiovascular, and musculoskeletal systems. In addition, appropriate pharmacological interventions for select disease states are also discussed. Drugs will be presented by classification, groups, and prototypes. Principles of drug action, including pharmacokinetics and pharmacodynamics, nursing considerations and client teaching for each prototype will be emphasized. PREREQUISITE: NUR2755. COREQUISITE: NUR2840/41, SPA1100

NUR2840: Fundamentals of Professional Nursing Practice (6)
Introductory concepts of the art and science of professional nursing practice are presented and integrated into clinical practice. Gordon's Functional Health Pattern is introduced as the fundamental assessment tool. All aspects of the nursing process and the three levels of prevention (primary, secondary and tertiary) are discussed and used as a basis for nursing practice to facilitate adaptive responses to stressors affecting physiological and safety needs. PREREQUISITES: NUR2540, NUR2541, NUR2755, PSY2450, PSY2302

NUR2841: Fundamentals of Professional Nursing Practice Laboratory (0)
Selected nursing interventions and physical assessment skills are practiced and applied in providing care to adults in the clinical setting. COREQUISITE: NUR2840

NUR3540: Nursing Research (3)
This course includes discussion of nursing theories and research methods. Emphasis is placed on critical analysis of published nursing research. Attention is paid to ethical issues and the contribution of research in developing nursing theory and improving nursing practice. PREREQUISITES:NUR2756, NUR2840/41, SPA1100. COREQUISITE: NUR3740/41

NUR3740: Adult Medical Surgical Nursing (9)

This course provides students with the opportunity to continue application of the nursing process. Emphasis is placed on assessment and diagnosis, expansion of planning and implementation and beginning use of evaluation. In acute care settings, students provide health care to adults experiencing stressors affecting biophysical needs. Students apply the nursing process in primary, secondary and tertiary levels of prevention. PREREQUISITES: NUR2756, NUR2840/41, SPA1100. COREQUISITE NUR3540

NUR3741: Adult Medical Surgical Nursing Laboratory (0)
Evidence based nursing interventions are applied in providing care to adults in a variety of clinical settings. COREQUISITES: NUR3740

NUR3940: Family Centered Nursing (10)
This course focuses on the role of the professional nurse in assisting the family and its individual members to adapt to stressors of the childbearing and childrearing phases of the life cycle. Students learn to apply the nursing process to meet the needs of families along the health-illness continuum. Clinical experiences include nursing care of the antepartal, intrapartal and postpartal woman and her newborn, well and hospitalized children and their families. Health teaching activities occur in various healthcare settings. PREREQUISITES: NUR3740/41, NUR3540. CO-REQUISITES: NUR3942, AIC3005

NUR3941: Family Centered Nursing Laboratory (0)
Evidence based nursing interventions are applied in providing care in family centered clinical settings. COREQUISITES: NUR3940, NUR3942, AIC3005

NUR3942: Family Centered Nursing Process (2)
In this course, the family system is analyzed as it responds to stressors throughout the life cycle. A variety of approaches to family analysis are considered throughout the course. Students apply the nursing process in studying the roles, functions, values, and communication patterns within the family. Teaching-learning principles are implemented in completing a health teaching project in the community. Students apply the nursing process in primary, secondary and tertiary levels of prevention. PREREQUISITES: NUR3740, NUR3540. COREQUISITES: NUR3940, NUR3941, AIC3005

NUR4340: Community Focused Nursing (6)
In this course, nursing and public health principles are synthesized and applied to assessing, promoting, and preserving the health of populations. Learning experiences assist students to conceptualize the complexities of community dynamics (cultural, economic, political, and social) as they impact on the health of the community. Students apply the nursing process in primary, secondary and tertiary levels of prevention. PREREQUISITES: NUR3940, NUR3942

NUR4341: Community Focused Nursing Laboratory (0)
Evidence based nursing interventions are applied in providing care across the health care continuum in the community clinical setting. COREQUISITE: NUR4340 and NUR4351.

NUR4351: Psychiatric/Mental Health Nursing (6)

This course focuses on developing knowledge and skills in applying the nursing process with individuals and families experiencing stressors affecting psychosocial needs. Students expand previous knowledge of human behavior and interpersonal relationships. Behavior is viewed on a continuum from healthy, adaptive responses to unhealthy, maladaptive responses. Therapeutic use of self as a nursing approach is emphasized in providing care in day treatment and inpatient settings. Students investigate selected mental health issues and analyze professional roles within the context of primary, secondary and tertiary levels of prevention. PREREQUISITES: NUR3940, NUR3942. COREQUISITES: NUR4340 and NUR4341.

NUR4533: Senior Seminar (3)
This course will assist the student in preparing for the National Council Licensing Examination for Registered Nurses (NCLEX-RN). The student will be required to complete content modules and attend computerized practice sessions in preparation for a culminating computerized exit examination and success on the NCLEX-RN examination. PREREQUISITES: NUR4340/41, NUR4351. COREQUISITES: NUR4940, NUR4941, NUR4540

NUR4534: Directed Study (1-3)
In-depth examination of nursing practice topic. PREREQUISITE: Department permission required

NUR4540: Trends and Issues in Health Care (2)
In this course, students will continue to develop their ability to synthesize knowledge, skills, concepts, and theories essential for effective professional nursing practice. Students examine issues that affect clients and healthcare systems. Consideration is given to the impact of cultural, economic, ethical, legal, political, professional, and social issues upon nursing practice. PREREQUISITES: NUR4340, NUR4341, NUR4351. COREQUISITES: NUR4533, NUR4940, NUR4941.

NUR4940: Complex Medical Surgical Nursing (8)
This course provides a framework for the student to assist individuals, families, and groups in adapting to complex stressors. Emphasis is placed on the development of critical thinking and critical judgment while using the nursing process to assist clients to meet their biophysical and psychosocial needs. Health teaching activities and research findings are incorporated into nursing care. PREREQUISITES: NUR4340, NUR4341, NUR4351. COREQUISITES: NUR4941, NUR4540, NUR4533.

NUR4941: Nursing Leadership (3)
Focus on the leadership process and development of the leadership role of the professional nurse. Students apply the nursing process in primary, secondary and tertiary levels of prevention. Students analyze leadership and management functions, characteristics, styles, and roles. Interpersonal communication, staff development, change theory and assertiveness skills are applied. PREREQUISITE: NUR4340/41, NUR4351. COREQUISITES: NUR4940, NUR4540, NUR4533.

Nutrition

NTR1100: Introduction to Nutrition
The choices we make about food and nutrition shape our health and wellness throughout our lives. This course dives into the factors influencing our dietary choices, from cultural influences on personal tastes. Students explore macronutrients, micronutrients, governmental dietary guidelines, and practical assessment tools to design nutrition plans that improve well-being and weight management. This online class has optional live sessions. PREREQUISITE: None

NTR2200: Food Economics
Inequalities in our global food system often mirror the broader disparities in society. By understanding these systems, we can bring about transformative change. This course tackles the essentials: preventing foodborne illnesses, mastering procurement, and ensuring production quality. Students will learn the real-world calculations behind food costs and discover how food systems can save lives. This online class has optional live sessions. PREREQUISITE: None

NTR2300: Food Science
Food Science lives at the intersection of culture, health, and innovation. By understanding the composition of foods, we can determine the best methods for their preparation, and how different cooking and preservation techniques affect food quality, safety, and nutritional value. Learn about food categories, such as the role of lactose and casein in dairy, and the science behind various preparation methods. This online class has optional live sessions. PREREQUISITE: None

NTR3000: Lifecycle Nutrition I
From preconception to adolescence, nutrition shapes our health trajectories. This course explores how early choices, like breastfeeding or formula feeding, impact a child's development milestones and potential food allergies. Students will examine how dietary needs and relationships with food evolve as children grow, especially during adolescence. Learn about the pivotal role of nutrition during early life and how it can mold health and self-perception. This online class has optional live sessions. PREREQUISITE:NTR1100

NTR3100: Lifecycle Nutrition II
In adulthood, nutritional habits solidify. Students explore how early adulthood sets foundational food choices, and middle adulthood introduces complexities with work, family, and the onset of chronic diseases. Lastly, the challenges faced in geriatric nutrition, including the impacts of polypharmacy are explored. Throughout, a recurring theme will be weight management, emphasizing its role in promoting sustained health and activity. This online class has optional live sessions. PREREQUISITE:NTR1100

NTR4100: Medical Nutrition Therapy
Through this course, students will gain insights into how medical and social histories play a crucial role in accurate nutrition diagnoses. The course also highlights various counseling techniques and introduces therapeutic diets tailored to address specific health challenges.

Emphasizing the importance of monitoring and evaluating outcomes, this course prepares students for effective and informed interventions. This online class has optional live sessions. PREREQUISITES:NTR1100,NTR3000,NTR3100

NTR4800: Internship in Health and Nutrition
The internship provides an opportunity for each student to apply the knowledge and skills acquired throughout the program by working under the guidance and direction of a health and nutrition professional. With the guidance of their program advisor, students may choose to complete the practicum in a health setting that is of interest to them and aligns well with their career. PREREQUISITES: NTR1100,NTR3000,NTR3100

NTR4900: Capstone in Health and Nutrition
Focuses on selecting and applying effective strategies and skills to plan, develop and implement a culminating project that integrates coursework and internship experience. Provides students with the opportunity to focus on a key health issue in the community and/or one that is related to their intended career goals as a health professional in the field of nutrition. PREREQUISITE: NTR4100

Occupational Therapy

OTR2900: Interprofessional International Service Learning (1)
This course is open to all students in the school of health sciences. Priority will be given to students enrolled in the occupational therapy graduate program. Students will participate in cultural education in an online, asynchronous format prior to travel. Students will spend 10 days abroad participating in service-learning activities, which may include visits to an orphanage, daycare center, nursing home and an outpatient therapy center.

OTR4444: Directed Study (1-3)
This course is not part of the standard curriculum. Students may register for this course only by approval of the Program Director. PREREQUISITE: None

Philosophy

PHI1000: Introduction to Critical Thinking (3)
This course offers a careful examination of the various standards that must be observed if one is to read, write and think critically. It surveys common sources of confusion and error, such as ambiguity, vagueness, propaganda, political rhetoric, misleading advertising, misuse of evidence, improper reliance upon authority and tradition and other varieties of fallacious reasoning. PREREQUISITE: None

PHI1200: Introduction to Philosophy (3)

This course provides a critical examination of several philosophical problems including the nature and scope of knowledge, the freedom-determinism issue, the question of the existence of a God and the status of moral judgments. PREREQUISITE: PHI1000 suggested

PHI1400: Philosophy through Literature (3)
This course offers an introduction to and critical analysis of, problems in philosophy, with special stress on those value aspects bearing directly upon the formulation of a philosophy of life. Selections from fiction and poetry, as well as the more traditional form of philosophic exposition, are read and discussed. PREREQUISITE: PHI1000 or PHI1200

PHI2010: World Religion (3)
This course is designed to be a hands-on survey of major religions of the world. In addition to reading the texts, students will visit a mosque, synagogue and church. The objective of the course is to determine key doctrinal points of each faith, identify common threads in each and observe how people practice their faith today. PREREQUISITE: None

Physical Therapy

PTR3201: Introduction to Physical Therapy (1)
Introduction to Physical Therapy is designed to educate the student about the history of physical therapy, financing and reimbursement in health care, the importance of effective communication and the role of the physical therapist, physical therapist assistant, occupational therapist, speech language pathologist and nurse in healthcare. Students will also be introduced to medical terminology and medical abbreviations to prepare the undergraduate student for the professional phase of the physical therapy program. PREREQUISITE: open to 3rd year Pre-PT students only

Physics

PHY1010: Science for the 21st Century (3)
An introduction to the fundamental concepts of the physical sciences. Topics in physics, chemistry, astronomy and earth science will be studied. How these four areas of science are interrelated will be emphasized. Students must also enroll in PHY1011 to meet laboratory science requirements for general education. CO-REQUISITE: PHY1011, PREREQUISITE: None.

PHY1011: Science for the 21st Century Laboratory (1)
Lab consists of a series of two-hour labs taken from physics, chemistry, astronomy and earth science. Lab topics include: motion, force, electricity, optics, physical and chemical change, ion identification, ion replacement and exchange reactions, properties of hydrogen and oxygen, crystal growth and properties of minerals and rocks among others. PHY1010 and PHY1011 together complete one 4-credit lab science general education requirement. One laboratory session per week. CO-REQUISITE: PHY1010, PREREQUISITE: None

PHY1020: Earth Science for the Liberal Arts (3)
General, introductory earth science following a systems approach. Students will first learn what the building blocks of Earth are and the processes they undergo. Then the features and processes that continuously reshape the Earth's surface will be studied. Following will be a study of the Earth's interior and the processes driven from within that bear upon its surface. We will then study Earth's oceans, the atmosphere, weather and climate. Of particular importance will be the effects of the sun on the Earth. Students must also enroll in PHY1021 to meet laboratory science requirements for general education. CO-REQUISITE: PHY1021, PREREQUISITE: None.

PHY1021: Earth Science for the Liberal Arts Laboratory (1)
General, introductory earth science following a systems approach. Students will first learn what the building blocks of the Earth are and the processes they undergo. Then the features and processes that continuously reshape the Earth's surface will be studied. Following will be a study of the Earth's interior and the processes driven from within that bear upon its surface. We will then study the Earth's oceans, the atmosphere, weather and climate. Of particular importance will be the effects of the sun on the Earth. Students must also enroll in PHY1020 to meet laboratory science requirements for general education. One laboratory session per week. CO-REQUISITE: PHY1020, PREREQUISITE: None

PHY1030: Physics for the Liberal Arts (3)
The course will explore the concepts of classical physics pertaining to motion, force, energy, momentum, electricity, magnetism, and light. A primarily qualitative introduction to modern physics will follow which will include discussions regarding Special Relativity, Quantum Mechanics, particle and nuclear physics. Students must also enroll in PHY1031 to meet laboratory science requirements for general education. CO-REQUISITE: PHY1031, PREREQUISITE: None.

PHY1031: Physics for the Liberal Arts Laboratory (1)
A series of selected laboratory experiences to teach the fundamentals of scientific thinking and research and to support course content. Experiments on force, energy, heat, electricity, circuits and optics will be conducted. One two-hour laboratory session per week. CO-REQUISITE: PHY1030, PREREQUISITE: None.

PHY1050: Astronomy for the Liberal Arts (3)
This is a general, introductory course in astronomy. Students study the physical properties and concepts concerning motion, gravitation, light and atoms. Students will explore the Earth-Moon system, the Solar System, the tools used by astronomers and the life cycles of stars and galaxies. The course emphasizes conceptual understanding. Students must also enroll in PHY1051 to meet laboratory science requirements for general education. CO-REQUISITE: PHY1051 PREREQUISITE: None.

PHY1051: Astronomy for the Liberal Arts Laboratory (1)
A series of selected laboratory experiences to teach the fundamentals of scientific thinking and research and to support course content. Experiments will include a study of gravity, light, optics and spectroscopy. Telescope observations will be made of the sun and one additional night

observation as conditions permit. One two-hour laboratory session per week. CO-REQUISITE: PHY1050, PREREQUISITE: None.

PHY1200: Physics of the Human Body (3)
A conceptual approach is used to understand the human body as a living system governed by the basic laws of physics. Topics include forces exerted by muscles, circulation of blood, nerve conduction, vision, perception of sound and effects of radiation. Lectures are augmented with demonstrations requiring student participation. This course is not offered for General Education Laboratory Science credit. CO-REQUISITE: PHY1210 PREREQUISITE: None

PHY1210: Physics of the Human Body Laboratory (1)
Students perform a series of experiments on force, torque, energy, heat, electricity, sound and optics to gain a deeper understanding and appreciation of the physical principle on which the human body functions. These experiments also include making EKGs, studying galvanic skin response, respiration and pulse rates. One two-hour laboratory session per week. CO-REQUISITE: PHY1200, PREREQUISITE: None.

PHY1600: General Physics I (3)
This is a basic course that covers the fundamental principles of mechanics dealing with motion, force, energy and momentum. Newton's laws of motion will be applied to a broad range of practical problems involving real phenomena. Students will learn to develop working equations from basic concepts in order to solve problems. The course is taught without calculus. CO-REQUISITSE: PHY1601 PREREQUISITE: MAT1840 with a grade of C or better

PHY1601: General Physics I Laboratory (1)
This course covers basic laboratory techniques in physics and illustration of the principles of physics through laboratory experiments. Students will become familiar with the processes and nature of making scientific measurements and the analysis of relationships between physical quantities. Experiments will be selected for the study of mechanics, vibration and thermodynamics. One three-hour laboratory session per week. CO-REQUISITE: PHY1600

PHY1800: General Physics II (3)
This is a continuation of PHY1600 covering the fundamental principles of electricity and magnetism. The course is taught without calculus. CO-REQUISITE: PHY1601, PREREQUISITE: PHY1600 with a grade of C or better

PHY1801: General Physics II Laboratory (1)
A continuation of PHY 1601. Experiments will be selected for the study of electricity, magnetism, light and modern physics. One three-hour laboratory session per week. CO-REQUISITES: PHY1800

Political Science

POL1400: Introduction to American Politics (3)

This course provides an overview of American politics and government, focusing on Constitutional principles, national institutions of governance and political actors, such as political parties and the media. PREREQUISITE: None

POL1500: Comparative Politics (3)
This course provides a comparative examination of governmental and political systems with the American system considered as point of comparison in some cases. The course will focus on one or two areas of the world, such as the Middle East or Europe. PREREQUISITE: None

POL2410: International Relations (3)
This course is a study of the international community and of the forces that determine political relations among the nation states it comprises. Consideration is given to the character of the nation state, the nature and determinants of political power in a multistate system and the conduct of diplomacy. PREREQUISITE: POL1500 or POL1400

POL2420: Presidency and Congress (3)
The powers, function and inherent conflicts of the Congress and the presidency are examined with emphasis placed on the historical development of institutions. PREREQUISITES: POL1400, any 1000- or 2000-level history course or permission of instructor

POL2500: American National Elections (3)
This course examines the structure of both presidential and congressional elections and the resultant consequences of those structures. The historical development of elections is emphasized. A case study of either the presidential or congressional midterm election will be analyzed with special attention given to campaign strategies. PREREQUISITES: POL1400, any 1000- or 2000-level history course or permission of instructor. Course may be retaken once for credit with permission of instructor.

POL2520: Politics, the Media and Pressure Groups (3)
This course examines the role of the media in political life, considering its roles in polling, setting the agenda and providing political information. The structure of the media, including its ownership will be studied as will its influence as an interest group. PREREQUISITE: POL1400

POL2610: European Integration (3)
This course will explore the topic of European integration from a variety of perspectives, including those of history, political science and sociology. The first half of the course will concentrate on the pre-history of the European communities leading to the creation of the European Union in November 1993. Then it will look at the European Union's institutions and how they function, the relationship between the member states and the EU and special issues that face the EU today. PREREQUISITE: POL1500

POL2620: Public Law (3)
This course is the study of the nature, function and power of the Supreme Court in the American political system via study of its decisions. Emphasis is placed on cases about separation of powers, federalism and economic liberties. PREREQUISITE: POL1400

POL2630: Civil Liberties (3)
Effectiveness of the legal system in protecting and promoting individual rights are examined and discussed via a reading of constitutional case law. Special attention is given to rights of the accused, freedom of speech and religion. PREREQUISITE: POL1400

POL3402: American Foreign Policy (3)
In this course a study is done of the aims, instruments and conduct of American foreign relations, with particular reference to contemporary problems. Students will participate in case studies. PREREQUISITE: POL1400 or POL2410

POL3412: Contemporary Problems in International Relations (3)
This course consists of an analysis of contemporary problems in the world community in light of the theories and concepts of international politics. Issues such as climate change, the placement of refugees, and international terrorism are examples of the problems considered. PREREQUISITE: POL2410 or POL 1500

POL3413: The American Radical Tradition (3)
This course will examine the nature and significance of the American Radical Tradition from 1776 to the present. The radical movements to be examined will be selected from among the following: American Revolution; Abolitionism, Women's Rights and Suffrage; Populism; Labor Movement; Socialism and Communism; Civil Rights and Black Power; the New Left; Feminism; the Gay and Lesbian Movement; the Environmental Movement. PREREQUISITE: Any 1000 or 2000 level History course or POL 1400 or Permission of the instructor.

POL3500: The Supreme Court in American History (3)
A study of the historical role of the U. S. Supreme Court and its impact on American society including an examination of issues of political theory and major court cases. PREREQUISITES: Any 1000- or 2000- level history course or POL1400 or permission of the instructor

POL3642: Issues in Modern Political Thought (3)
Organized thematically, this course explores diverse issues current in modern political thought and pertinent to contemporary governments and societies. PREREQUISITES: 9 credits in Political Science Course may be taken more than once if change in topic.

POL3660: Political Philosophy I (3)
This course surveys the ideas of leading political thinkers from ancient times to the Renaissance. Figures such as Plato, Aristotle, St. Augustine, St. Thomas and Machiavelli will be discussed. PREREQUISITES: 9 credits in Political Science or History course

POL3661: Political Philosophy II (3)
This course surveys the ideas of leading political thinkers from early modernity through to the present day. Figures such as Hobbes, Locke, Rousseau, Burke, Marx and Mill will be discussed. PREREQUISITES: 9 credits in Political Science or History course

POL3700: American Political Thought (3)

This course studies American political thought from its Puritan origins to present day. The course is organized around defining moments of political thought, such as the Revolution, Constitutional Founding, Civil War, Great Depression and Civil Rights Movement with selections from mainstream and radical voices in each period. Readings include selections from James Madison, John Adams, Abraham Lincoln, Emma Goldman, Eugene Debs and Martin Luther King, Jr. PREREQUISITES: 9 credits in History or Political Science

POL4870: Seminar in Political Science (3)
In this course students will learn the research process. Special emphasis will be placed on research design. At a minimum, students will conduct a literature review, formulate a research question and choose the appropriate research methods to answer that question. It is expected that students' topics will flow from their coursework in political science. PREREQUISITES: POL1400, POL1500, an additional 9 credits in Political Science, Junior or Senior status

POL4889: Political Science Practicum (3-9)
An internship in a government office, social agency or research department is required. PREREQUISITES: Permission of instructor and the department chair – Course may be taken more than once for up to 9 credits

POL4894: Directed Study (3)
This is a series of independent readings to be conducted under the instructor's supervision. PREREQUISITES: Advanced standing and permission of department chair – Course may be taken more than once

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Psychology

PSY1200: Introduction to Psychology (3)
This course introduces the concepts, principles, methods, and overarching themes in psychology. Students will learn to identify ways in which the science of psychology affects every day lives. Students will gain knowledge in multiple areas of psychology that provide a foundation for further courses in the major and life-long learning. The course will highlight connections among different areas of psychology and identify ways in which different perspectives contribute to a fuller understanding of human behavior. PREREQUISITE: None

PSY2302: Statistics (3)
This course is an introduction to statistical methods as they are used in social and behavioral sciences. Course content will include descriptive and inferential statistics within the framework of hypothesis testing. This course provides an introduction to popular software used to analyze and present statistical information while utilizing project-based learning. Understanding concepts, developing statistical literacy, and the communication of statistical results are emphasized. PREREQUISITE: None

PSY2408: Adolescent Psychology (3)

This course is a study of adolescent behavior including current theories concerning the nature of adolescence. Emphasis is placed on physical, emotional and cognitive forces and how they interact to shape the adolescent personality. PREREQUISITE: PSY1200

PSY2410: Psychology of Aging (3)
The focus of this course is to understand the psychosocial aspects of the aging process as it pertains to the individual and their family/environment. This includes behavioral/mental health issues that impact the individual and their family, as well as ageism issues that create negative attitudes towards the elderly which ultimately harms the individual and our society. PREREQUISITE: PSY1200

PSY2414: Psychology of Human Sexuality (3)
Human sexuality is examined from the biological, cultural and psychological perspectives. Topics include sexual anatomy, childbirth, contraception, abortion, sexual development, sexual attitudes, adult sexual behavior and alternative sexual lifestyles. PREREQUISITE: PSY1200

PSY2420: Psychology of Death and Dying (3)
This course will focus on the many different aspects of death and dying. Some of the topics include: grief and bereavement, the hospice philosophy, children and death and dying and AIDS. This course is appropriate for psychology and sociology majors, nurses and nursing students, gerontology students and anyone interested in exploring this subject. PREREQUISITE: PSY1200

PSY2450: Developmental Psychology (3)
The purpose of this course is to examine the concepts of human development from conception to old age. Specifically, the course looks at how physical, cognitive and socioemotional factors interact to influence learning, intelligence, language development and the growth of personality. Major theories and the research that supports or refutes them are examined. PREREQUISITE: PSY1200 or permission of instructor

PSY2600: Foundations of Psychology (3)
This course provides an overview of the fundamental skills to study psychology. Students should develop a better understanding of how to succeed in the major and psychology-related professions. Recommended for sophomores. This meets the requirement as a writing intensive course in the major. PREREQUISITES: PSY1200

PSY2617: Cognitive Psychology (3)
An introductory examination of the field of human cognition. Topics include perception, attention, short and long-term memory, problem solving and decision making. Emphasis will be on understanding the scientific nature of the discipline. PREREQUISITE: PSY1200

PSY2620: Educational Psychology (3)
This course examines aspects of psychology related to human learning and the educational process. The course surveys topics such as learning, thinking, memory, intelligence, creativity, testing, motivation and mental development that are vital to teachers and valuable to anyone engaged in learning. PREREQUISITE: PSY1200

PSY2820: Advanced Statistics (4)
This course is a continuation of PSY2302, including a brief review of the material previously covered, such as probability, sampling and hypothesis testing for both parametric and non-parametric analysis. Presented for the first time are such topics as Factor Analysis of Variance, the within-subjects Analysis of Variance, the paired t-test and Chi-Square. PREREQUISITE: Students must earn a grade of C- or higher in PSY2302 or its equivalent

PSY3400: Positive Psychology (3)
Positive psychology encompasses the study of positive experience, positive individual traits, and the institutions and practices that facilitate their development. This course reviews the history of positive psychology and the contributions this new field has made to several traditional research areas in psychology. Areas of controversy (e.g., what is happiness, how should we measure it, what determines it, can and should we deliberately increase it) will be critically examined, with consideration given to conflicting viewpoints and their respective empirical support. In addition to the substantive content of positive psychology, attention will be given to the standard research methods that are so critical to research in this field (as well as in psychological science more generally). PREREQUISITE: PSY1200.

PSY3422: Physiological Psychology (3)
This course is an introduction to the physiological basis of psychology. It focuses on the human brain and nervous system as they relate to topics such as learning, memory, motivation, sensation, sleep, drugs and mental disorders. PREREQUISITE: PSY1200

PSY3600: Abnormal Psychology (3)
This course examines the historical perspectives of abnormal behavior and the nature, classification, etiology and treatment of a variety of psychopathologies. Intended for majors in psychology, nursing, criminal justice, occupational therapy, physical therapy, special education and human services. PREREQUISITE: PSY1200

PSY3607: Social Psychology (3)
This course examines human behavior as it is affected by various social situations. Topics include the study of attitudes, social attribution, altruism, aggression, group behavior and interpersonal attraction, among others. PREREQUISITE: PSY1200, recommended for juniors and seniors only

PSY3609: Social Influence (3)
This course will introduce students to social influence - from the theoretical origins in psychology to its applications in psychology, sociology, political science and business. The main goal of the course is to illuminate the social forces that impact people's daily lives in order for students to better understand why they feel and act as they do. Additionally, students will become more aware of attempts to influence them and will be more adept at influencing others. PREREQUISITE: PSY1200, recommended for juniors and seniors.

PSY3612: Personality (3)

In this course, theories and research directed toward understanding individual differences in thought, feeling and behavior are considered. Major focus will be on psychodynamic, humanistic, behavioral, cognitive and trait perspectives. Psychotherapies will be examined as implementations of personality theory. PREREQUISITE: PSY1200, Junior standing

PSY3615: Experimental Psychology (4)
This is a laboratory course dealing with the nature of science and scientific research methods. Although the emphasis is on experimentation, quasi-experimental designs and other research methods are covered in detail. Students carry out research projects, analyze the results and write APA-style research reports describing the research project. PREREQUISITES: PSY2600, PSY2820, PSY2821

PSY4245: Topics in Psychology (3)
The Topics in Psychology course addresses special topics not ordinarily covered in other departmental courses and often provides students with cutting-edge insights and experiences. Topics will vary each semester based on the expertise of the faculty member teaching the course. Students will be expected to read current research and literature on the selected topic, engage in class discussions of the reading and complete a course project. Course may be repeated twice if different topics, up to a total of 6 credits. PREREQUISITES: PSY1200, recommended for juniors and seniors only

PSY4598: Teaching Assistantships in Psychology (3-6)
A number of advanced psychology majors are selected each semester by the psychology department to act as TA's (teaching assistants) in several undergraduate courses. The TA's are expected to deliver lectures, be involved in an active tutoring program and to assist in both creating and scoring exams and quizzes, in short, to be involved actively in the total teaching process. This course may be repeated for credit with permission of the department up to a total of six credits. PREREQUISITE: Junior or senior status and permission of the department chair.

PSY4615: Experimental Methodology (4)
In this course, the student conducts his/her own original research project under the close supervision of the instructor. The project encompasses all phases of the research endeavor from conceptualization of the question, through data collection and analysis, to the written report in the format of the APA. Especially recommended for psychology majors considering graduate school. PREREQUISITE: PSY3615

PSY4644: Psychology Research (1-3)
Students will be familiarized with major issues in the research process and gain experience in the scientific method. The course will introduce students to some theoretical and practical issues of conducting a research program. Students will be exposed to some of the commonly used research techniques in the social sciences. "Hands on" experience will be provided by requiring students to participate in most phases of a research project, such as literature searches, designing materials for a study, data collection, as well as analyzing and interpreting data. Course can be taken twice for up to 6 credits. PREREQUISITE: PSY3615 and permission of the instructor.

PSY4698: Directed Study (3)

Part one of a two-part course. In these courses a student pursues in depth an individualized program of reading and/or research with a specific faculty member. These courses may be repeated for credit with permission of the department up to a total of six credits. PREREQUISITES: Permission of chairperson of the department.

PSY4798: Directed Study (3)
Part two of a two-part course. In these courses a student pursues in depth an individualized program of reading and/or research with a specific faculty member. These courses may be repeated for credit with permission of the department up to a total of six credits. PREREQUISITE: Permission of chairperson of the department.

PSY4830: History and Systems in Psychology (3)
This course addresses the roots of modern psychological thought and methodology from their origins in philosophy and the natural sciences through the refinement of psychology in its current form. The major theories, schools of thought and the people who have influenced the field of psychology will be examined. This course also serves as preparation for students who will be taking Graduate Record Examinations and for graduate study in psychology. This meets the requirement as a writing intensive course in the major. PREREQUISITE: PSY3615

PSY4865: Senior Seminar in Psychology (3)
The seminar is an opportunity for senior students to sum up and utilize their total undergraduate experience in psychology. This seminar will help students to refine academic and career plans based on self-assessment of abilities and feedback from others. The course will include a reflection on the undergraduate experience in psychology which will strengthen preparation for job entry or graduate school admission. PREREQUISITE: PSY3615

PSY4899: Psychology Practicum (3)
Students are placed in off-campus settings that serve populations of interest to the student such as schools, human services agencies, businesses and community outreach programs. Some on-campus placements may also be available. Journals are maintained reflecting the student's activities and reflections while at the practicum site, culminating in a final reflective paper. Students will also deliver a formal presentation about their experience to other psychology students and faculty. Plans for the practicum are made in consultation with the instructor. A practicum completed in another department, which has an acceptable psychological component, may be used to fulfill the practicum course requirement. Students completing a double major only need to complete one Practicum experience. PREREQUISITES: Psychology majors and minors only, Junior or Senior status and a GPA of 2.0 or higher

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Public Health

PCH1030: Introduction to Public Health Practice (3)
Overview of the basic principles of public health practice, including the infrastructure of public health, the tools employed by public health practitioners, biopsychosocial perspectives of public

health problems, health promotion and prevention of disease and injury, quality assurance and improvement and legal and ethical concerns. PREREQUISITE: None

PCH1100: Introduction to Health and Wellness (3)
This course is designed to provide students with a general background knowledge on many of the issues impacting our health today. Topics of study will include issues in mental, physical, and social health such as stress, nutrition and fitness, alcohol, tobacco and other drugs, relationships, sexuality and diseases and disorders. An introduction to behavior change theories and the factors contributing to overall wellness will also be included.

PCH2030: Global Health (3)
Overview of major global health issues; the socioeconomic, biological and environmental causes and consequences of disease and global health metrics, ethics, policies and practices. PREREQUISITE: None

PCH3031: Public Health Policy (3)
This course will examine the essential concepts, principles, organizational skills and political processes integral to the development, formation and analysis of public health policy. Senior Level. PREREQUISITE: PCH1030

PCH3066: Internship in Public Health (3)
The internship provides an opportunity for each student to apply the knowledge and skills acquired throughout the program by working under the guidance and direction of a public health professional. With the guidance of their program advisor, students may choose to complete the practicum in a public health setting that is of interest to them and aligns well with their career goals. PREREQUISITES: PCH1030, INT2040

PCH3200: Disparities in Health (3)
The course will be situated within the historical context of the United States, including the social, political, economic, cultural, legal and ethical theories related to health disparities. Several frameworks regarding health disparities will be used for investigating and discussing the empirical evidence on disparities, research and outcome measurement issues, policy and policy formation concerns and intervention practices. Disparities will be discussed in terms of racial/ethnic differences in health and health outcomes as well as disparities among other subgroups (e. g., the poor, women, uninsured, disabled and non-English speaking populations) will also be included and discussed. PREREQUISITE: PCH1030

PCH3250: Environmental Health (3)
The ecological position of human populations within the global ecosystem and impacts of natural environmental factors and pollutants on human health will be explored. Specifically, how the body reacts to environmental pollutants, physical, chemical and biological agents of environmental contamination, vectors for dissemination (air, water, soil), solid and hazardous waste, susceptible populations, biomarkers and risk analysis, the scientific basis for policy decisions and emerging global environmental health problems. PREREQUISITE: PCH1030

PCH3630: Community Health Promotion (3)

Overview of community health within the context of public health practice. Students will discuss foundations of community health, explore major health concerns, analyze determinants of health and evaluate strategies to improve health of communities. PREREQUISITE: None

PCH3632: Program Planning & Evaluation (3)
Focuses on the knowledge, skills and strategies needed for planning, implementing and evaluating health education programs to facilitate health behavior changes in individuals, groups and communities. PREREQUISITES: PCH1030

PCH3800: Special Topics in Public Health (3 or 4)
The course provides the opportunity for the Public Health Department to offer courses that allow students to pursue topics in depth that were introduced in the introductory course, PCH1030 Introduction to Public Health. The course will be offered on a variable credit basis, as a 3-credit class lecture/discussion or a 4-credit lecture/discussion/lab.

PCH4100: Research Methods in Public Health (3)
This course addresses a key competency in public health, the fundamentals of research study design, methods, and data collection. It serves as an introduction to quantitative, qualitative, mixed method and participatory approaches to research, as well as ethical issues in conducting research. Through the mix of texts, articles from the public health literature and course work, students will build skills for conducting research and evaluation in the field of public health. PREREQUISITE: PCH3630

PCH4430: Seminar in Public Health (3)
This course focuses on the integration of public health knowledge, skills and practice acquired during the program. Emphasis will be on summarizing, analyzing and synthesizing major key concepts and critically evaluating strategies to impact the health of the public. Focus will be on current health challenges locally and globally. Students will also complete the projects started in PCH4899 as part of the seminar. PREREQUISITES: PCH1030, PCH2030, INT2040, PCH3630

PCH4899: Capstone in Public Health (3)
Focuses on selecting and applying effective strategies and skills to plan, develop and implement a culminating project that integrates coursework and internship experience. Provides students with the opportunity to focus on a key health issue in the community and/or one that is related to their intended career goals as a public health professional. PREREQUISITES: PCH1030, PCH2030, INT2040, PCH3630, PCH4100

Social Work

SWK2000: Introduction to the Behavioral Sciences for Human Services (3)
The purpose of this course is to introduce students to knowledge of human development and behavior as a base for addiction counseling practice. The course will cover a current and comprehensive examination of human behavior using a multidimensional framework. Students will explore the biological dimension and the social factors that affect human development and behavior, encouraging them to connect their own personal experiences with social trends in order

to recognize the unity of person and environment. Life span development from conception to very old age is examined. The course focuses on theories and knowledge related to biological, sociological, psychological, spiritual and cultural processes and development across the life span. It addresses the environmental conditions that support or inhibit individual and family growth; and variations arising from ethnicity, class, cohort, gender, race, sexual orientation, religion, and other differences. Particular attention is given to factors that contribute to persons being at risk and the issues and concerns of multi-cultural, urban populations. Twelve case studies are used to illustrate a balanced breadth and depth of coverage to help students apply theory and knowledge to addiction counseling practice. PREREQUISITE: None

SWK2010: Addiction & Substance Use Disorders (3)
This course includes an introduction to the history of addiction treatment and recovery in the United States from the nineteenth century through to the present day. Topics include: recovery movements, the birth of addiction treatment, psychological approaches, the 12-step model, and modern addiction treatment, with an emphasis on understanding a variety of models and theories of addiction along with an attitudinal appreciation of the complexity inherent in understanding addiction. The social, political, economic and cultural contexts are also discussed, with an emphasis on the risk and resiliency factors for individuals and groups. The course will also examine co-occurring psychiatric disorders as the norm with substance use disorders and addictions. A holistic approach to working with individuals will be introduced, using a single case example throughout the text to encourage the sequential application of concepts to co-occurring disorders. Students will be exposed to DSM-5 diagnostic criteria, the 2014 ACA code of ethics, and 2016 CACREP standards integrated throughout the mandatory readings. PREREQUISITE: None

SWK2020: Psychopharmacology for Counselors (3)
This course presents an introduction to the rapidly advancing field of psychopharmacology by examining how drug actions in the brain affect psychological processes. Students will learn a historical background to gain an appreciation for the development of drug treatments and neuroscience over time. Coursework covers major topics in psychopharmacology, including new drugs and recent trends in drug use. Pedagogical features informed by the latest scholarship in teaching and learning are integrated throughout the course text to ensure that students are able to process and understand the material with ease. The course introduces students to current advances in addiction treatment by examining treatment outcome research, evidence-based approaches, and pharmacological advances in the field. Topics include: the neurobiology of addiction, substances of abuse, familial patterns of genetic transmission and epigenetics, cultural competence, and trauma-informed care. The course highlights the needs of special populations. PREREQUISITE: None

SWK2030: Drugs & Society (3)
This course exposes students to biopsychosocial models used to explain substance use, abuse, dependency, and addiction. Students gain an understanding of social, genetic, physiological, and neurobiological factors contributing to alcohol use and abuse, as well as familiarity with the impact of these behaviors on the individual, the family, and the community. Specific attention is given to the roles of gender, age, culture and religious training as they relate to pattern of use. Course readings use sociological and other perspectives to examine drug and alcohol use in U.S.

society. Topics are arranged topically rather than by drug categories and explores diverse aspects of drug use, including popular culture, sexuality, legal and criminal justice systems, other social institutions, and mental and physical health. Coursework will include case studies from field research that give students empathetic insights into the situations of those suffering from substance and alcohol abuse. PREREQUISITE: None

SWK2401: Introduction to Social Work (3)
This course studies the development of modern theory and social work methods in the various fields of social work, including case work, group work and community organizing. PREREQUISITES: SOC1100, 6 hours of psychology or permission of instructor

SWK3010: Individual Addiction Counseling (3)
This course is designed to provide students with a specific skill base for assessment and counseling of persons struggling with addictions. Students will also be introduced to the theory and empirically validated treatment approaches specifically developed for adults, adolescents or families and the special populations of those who are dually diagnosed and those who are in chronic pain. Emphasis will be placed on developing competency in intake and assessment interviewing, behavioral treatment planning, and development of basic understanding of psychopharmacology as it applies to addiction counseling. Students will practice interviewing and counseling and learn referral processes. The coursework introduces specialized counseling skills such as crisis prevention and intervention and addiction counseling. The course invites students into the heart of addictive thinking, offering first-person accounts of what it is like to experience different addictions. Theories covered include motivational interviewing, moral theory, developmental theory, cognitive behavioral theories, attachment theory, and sociological theory. Approaches to relapse prevention are also covered in this course. Focusing on the new DSM-V classifications for addiction with an emphasis on CACREP and treatment, the course text is an essential reference for both students and practitioners wanting to gain a deeper understanding of those with addiction. PREREQUISITE: SWK2000, SWK2010

SWK3020: Group Addiction Counseling (3)
This course will cover numerous skills, techniques, insights, and case illustrations demonstrating how to tap into the heart of group therapy: the interpersonal processes for group members struggling with addiction. The course will cover group processes from beginning to end, including setting up a group, running the first session, facilitating the opening and closing of each session, working with tension and conflict, and using advanced skills and intervention techniques to facilitate member change. Students will expand on group leadership skills to include methods of running mandate groups, semi-structured groups, basic level unstructured groups, and advanced level here-and-now focused groups, as well as using psychodrama techniques to heal unresolved grief and loss in relation to addiction and recovery. Students will learn to write group curriculum and support peer run groups with individuals with lived experience. PREREQUISITE: SWK2000, SWK2010

SWK3201: Social Case Work (3)
A primarily experiential and social work course for those seriously considering social work careers. Major topics covered include methods and techniques used in social casework, the

interviewing process, role-playing and casework within the agency setting. PREREQUISITES: SWK2401, SOC1100, 6 hours of psychology or permission of the instructor

SWK3300: Principles of Case Management (3)
This course includes an in-depth analysis of the case management process from a generalist perspective for those seeking to work with individuals struggling with drug or alcohol addiction. Coursework focuses on evidence-based practices in contemporary case management, clarification of practitioner attitudes, effective communication skills, client assessment, service plan development, case documentation, the monitoring of services and treatment, and case termination. Other topics include: crisis intervention, group work, substance use disorders, legal interventions, advocacy and cultural competence. Text readings equip students with the knowledge and skills they need to be effective case management practitioners in a variety of health and human service organizations. Coursework also introduces students to a unique Task-Centered Case Management Model built around the unifying principles of the profession—person-in-environment, strengths-based work, and ecological perspective. Students will work with over twenty case studies described by case managers and professionals which offer innovative practice insights, illustrating the practice roles and responsibilities of today's case managers and the realities of conducting case management in today's growing, exciting, and challenging field. PREREQUISITE: SWK2000, SWK2010

SWK3460: Social Work-Child Welfare I (3)
This course will focus on the knowledge, methods and skills of social work practice in the field of child welfare. It will provide an overview of the current children's welfare system services and practices. Students will explore and analyze the impact of services and practices on the child and family. In addition, students will examine the historical trends in services to children and their families within the framework of supportive, supplemental and substitute services that have evolved over time as part of the service structure in child welfare. While recognizing the impact of impoverishment, changing family structures and other aspects of pressures on contemporary family life, attention will be given to social work approaches that encourage parenting strengths and home-based intervention options as preventive strategies in child welfare services. PREREQUISITES: SOC1100, SWK2401, SWK3201, junior standing or permission of instructor

SWK3510: Law and Ethics in Human Services (3)
This course provides an in-depth exploration of the legal and ethical frameworks that govern human services practice. Students will examine key legislation, regulations, and ethical standards that impact the delivery of services to individuals, families, and communities. This course aims to equip students with the knowledge and skills necessary to uphold the highest standards of integrity and accountability in the human services field. PREREQUISITES: SOC2630 and SWK200 or SWK2401

SWK3670: Special Topics in Social Work (3)
An offering of courses that vary. Examples of future anticipated courses include Women in Social Work, Social Work and Health, and Social Work Statistics. Prerequisites: None

SWK4000: Practicum I (4)

The first of two practicum experiences in the Addiction Counseling Certificate program. Students will participate in a 150-hour practicum experience in a community agency that provides services and support to individuals struggling with addiction. The course provides the opportunity to enhance/augment knowledge and skills related to working with clients with addiction, emphasizing confidentiality, professionalism, ethical principles and conduct. Students will practice their acquired skills through supervised individual and/or group focused involvement utilizing core functions of an alcohol and drug counselor with an emphasis on the roles and responsibilities of a helping relationship and the interpersonal skills needed to be an effective helper. This includes development of self-awareness, the professional helper role, ethical considerations, and cultural competence in the helping profession. Students will also participate in a seminar experience for additional personal/professional support, supervision, feedback and exploration of field-related experiences. Text readings cover the helping process, self-awareness, and ethics in helping and focuses on specific helping skills such as listening and hearing, empathy, reflecting, paraphrasing, questioning, clarifying, exploring, and offering feedback, encouragement, and psycho-education as well as helping individuals in crisis and helping in groups. Note: Placement in an agency site for is not guaranteed and depends upon agreement among the site, the faculty, and the student. Special Requirement: This course must be completed with a C or better to count towards the Addiction Counseling Certificate. Students assume travel costs to agency site. PREREQUISITE: SWK3010, SWK3020 and permission of the program director

SWK4010: Practicum II (4)
The second of two practicum experiences in the Addiction Counseling Certificate program. Students will participate in a 150-hour practicum experience in a community agency that provides services and support to individuals with substance use disorders. Students apply the cumulative knowledge and skills acquired in the foundational courses. The course will continue to provide the opportunity to enhance/augment knowledge and skills related to working with clients with a substance use disorder with an emphasis on confidentiality, professionalism, ethical principles and conduct. Students will continue to practice their acquired skills through supervised individual and/or group focused involvement utilizing core functions of an alcohol and drug counselor with an emphasis on the roles and responsibilities of a helping relationship and the interpersonal skills needed to be an effective helper. Students will continue to enhance their development of self-awareness, the professional helper role, ethical considerations, and cultural competence in the helping profession. Students will continue to participate in a seminar experience for additional personal/professional support, supervision, feedback and exploration of field-related experiences. Text readings will further elaborate on the helping process, self-awareness, and ethics in helping and focuses on specific helping skills such as listening and hearing, empathy, reflecting, paraphrasing, questioning, clarifying, exploring, and offering feedback, encouragement, and psycho-education as well as helping individuals in crisis and helping in groups. Note: Placement in an agency site for is not guaranteed and depends upon agreement among the site, the faculty, and the student. Special Requirement: This course must be completed with a C or better to count towards the Addiction Counseling Certificate. Students assume travel costs to agency site. PREREQUISITE: SWK4000

SWK4500: Capstone: Implementing Human Services Solutions (3)

In this capstone course, students will apply their cumulative knowledge, skills, and internship experience to perform a concentrated study of a human service organization. Students have the opportunity to demonstrate what they have learned throughout the program to a case study of a fictitious human service organization. This course aims to prepare students for professional careers by integrating theoretical and practical aspects of human services policy and practice. PREREQUISITES: SWK4000 or SWK4899

SWK4899: Internships in Social Work (3)
The object of the internship program is to give the student practical experience in a social agency, business, organization, or institution. Intern assignments will be made in keeping with the student's future vocational plans. Coursework includes related readings, maintaining a journal and a final paper summarizing the internship experience. Credits awarded will be determined by instructor and department chair. PREREQUISITES: SOC1100, SWK2401, SWK3201, Junior standing, or permission of the instructor and department chair

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Sociology

SOC1100: Introduction to Sociology (3)
This course is designed to acquaint the student with working knowledge of the concepts used by sociologists and with the well-established generalizations in the field. Topics include socialization, primary groups, stratification, population and bureaucracy. This course is a prerequisite for all other sociology courses. PREREQUISITE: None

SOC1400: Social Problems (3)
This course examines what makes a social problem and an analysis of present areas of tension and social maladjustment, especially those associated with recent rapid social changes. PREREQUISITE: None

SOC2400: Crime and Delinquency (3)
The extent and types of crime and delinquency in contemporary society and the criminologist's contribution to the analysis of causal factors are examined and discussed. CRJ3842 may be substituted for this course. PREREQUISITES: None

SOC2410: Deviance and Social Control (3)
This course introduces the sociological perspectives of deviant behavior, including social control theory, social disorganization theory, anomie theory, labeling theory and conflict theory. Scientific research on such deviant behaviors as prostitution, pornography and drug use will be examined. Governmental deviance, corporate deviance and police deviance and the cost of these forms of deviance to society are explored. CRJ3842 may be substituted for this course. PREREQUISITES: None

SOC2420: Sociology of American Institutions (3)
This course focuses on the creation and maintenance of social institutions and the ways in which these congeries of organizations and structures shape human relations and experience. This

course may focus on any of the following institutions: education, government, the military, the family, medicine, law, religion, the economy, mass media, etc. PREREQUISITE: None

SOC2430: Marriage and the Family (3)
An examination is made of the family as a major social institution and how family forms and roles vary across cultures. Topics include: ethnic and social variations in structure, single-parent families, parent-child interactions, non-traditional marriages and domestic violence. PREREQUISITE: None

SOC2600: Class, Status and Power (3)
This course is an in-depth exploration of the causes and consequences of social class inequality in the United States. Emphasis will be placed on an analysis of the multiple ways in which social and economic inequality operates to provide power and privilege to certain segments of society. The effect of social class inequality on racial and gender inequality is also considered. PREREQUISITE: None

SOC2621: Sociology of Aging (3)
Social aspects of aging over the life span will be discussed. Age-related changes, role transitions and outcomes of increased longevity will be presented. Special topics include: race, ethnicity, retirement, access to healthcare, long-term care, as well as death and dying. PSY2410 or PSY2420 may be substituted for this course. PREREQUISITES: None

SOC2631: Sociological Research Methods (3)
A study is made of methods used in sociological research with special emphasis on measurement and data collection. Time will also be devoted to the interview, questionnaire and recent sociological studies. PSY 3615 or CRJ 2350 may be substituted for this requirement. PREREQUISITES: SOC1100 or SOC1400, PSY2302, sophomore standing, or permission by instructor

SOC2650: Sociology of Globalization (3)
The course will cover the social systems of former colonial nations in Africa, Asia and the Caribbean. Emphasis will be placed on their changing institutions: political, economic, educational and social as influenced by colonialism. PREREQUISITES: None

SOC2800: Sociological Theory (3)
The student will study the outstanding theorists in the development of sociological thought. Special attention will be given to classical and contemporary sociological theoretical paradigms, theories, and theorists. PREREQUISITES: SOC1100 or SOC1400, sophomore standing, or permission by instructor

SOC3243: Race and Racism (3)
This course focuses on the study of race and racism in Sociology. This course examines the social, cultural and political significance of race and racism as consequential modern constructs. Special attention will be given to the ways race and racism matter in society and the consequences for people's lives. The course also highlights the urgent need for racial justice across social institutions throughout US society.

PREREQUISITES: SOC1100 or SOC1400, or by permission of the instructor

SOC3280: Sociology of Popular Culture (3)
This course examines popular culture from various sociological perspectives. Popular culture appears in many forms in our daily life such as the Internet, the media, film, music, comic books, video games, clothing fashions, and even the food we eat. We will explore the roles and influence popular culture has upon daily life by defining and analyzing the phenomenon with the aid of various sociological approaches that have been used to explain popular culture. PREREQUISITES: None

SOC3430: Sociology of Religion (3)
This course examines the impact of religion in American life, the changing religious landscape, profiles of America's religious groups, trends in individual religious commitment and the relationship between religion and politics in the United States. PREREQUISITES: SOC1100 orSOC1400, or by permission of the instructor

SOC3440: Sociology of Health and Illness (3)
This course provides a topical overview and introduction to important sociological perspectives on health and illness. We will identify and critically evaluate the social, political, economic, and cultural forces that influence health outcomes and health disparities by demographic groups. PCH 3200 or PCH 3630 may be substituted for this course. PREREQUISITES: SOC1100 or SOC1400, or by permission of the instructor

SOC3630: Gender in Society (3)
Gender plays an important part of our lives as individuals, but also structures life within U.S. society and throughout the world. This course will focus on gender socialization, practices, and inequalities in the United States and globally. Specifically, we will examine the influence of gender in interpersonal relationships, at work, in education, in families, and in other areas of social life. PREREQUISITES: SOC1100 or SOC1400, or by permission of the instructor

SOC3825: Special Topics in Sociology (3)
An offering of courses that vary by topic. Examples of future anticipated courses include Social Demography, Sociology of Sexuality, Social Movements and Immigrant America. PREREQUISITES: None

SOC4894: Directed Study (3)
Selected topics, chosen in accordance with the student's interests and background, are analyzed in depth. PREREQUISITES: Sociology major or minor, junior standing or by permission of the instructor and approval of the department chair

SOC4899: Internship in Sociology (3-9)
The object of the internship program is to give the student practical experience in a social agency, business, organization, or institution. Intern assignments will be made in keeping with the student's future vocational plans. Coursework includes related readings, maintaining a journal and a final paper summarizing the internship experience. Students must enroll for a minimum of 3 credits. This course may be taken in more than one semester for additional credit up to a total

of 9 credits. CRJ4979 or PSY4899 may be substituted for this course. PREREQUISITES: Sociology major or minor, junior standing or by permission of the instructor and approval of the department chair

SOC4896: Senior Capstone (3)
This course is taken towards the completion of the Bachelor of Arts degree in sociology and focuses on the integration of sociological knowledge, skills and practice acquired during the bachelor's degree course of study. The course provides an opportunity for each student to apply their knowledge and skills to "real world" hands on experiences by (1) conducting an original research project working under the guidance and direction of the course instructor, and (2) develop a career plan and portfolio of sociological skills and interests to pursue after graduation. PREREQUISITES: Sociology major, Senior status

Spanish

SPA1010: Latin American Popular Culture (3)
This course examines distinguishing features of contemporary Latin American culture. It will provide students an understanding of modern daily life, including topics such as fashion, popular music, television, etc. Emphasis will be given to social and business etiquette, especially for students who wish to prepare themselves to engage in intercultural or international transactions. PREREQUISITES: None

SPA1100: Spanish for Health Care Professionals (3)
This course provides students with a basic knowledge of the terms and expressions used in the field of health care. PREREQUISITE: None

SPA1050: The Diverse Cultures of Central America (3)
This course offers a more in-depth exploration of Central America's history, traditions, and social dynamics. Students will study Central America's, cultural, political, and economic development, including Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, and Panama. The course examines indigenous cultures, colonial influences, revolutionary movements, and contemporary challenges faced by the region. Students will deepen their understanding of Central American identity, the impact of globalization, and the ongoing struggles for social justice and environmental sustainability by delving into literature, art, film, music, and historical events. The course also highlights the rich diversity of languages, customs, and belief systems that shape Central American societies today, providing students with an all-encompassing view of the region's vibrant culture. PREREQUISITES: None

SPA1160: Spanish for Professionals (3)
This course is designed to equip students with the language skills necessary to communicate effectively in professional settings where Spanish is spoken. This course integrates specialized professional terminology designed specifically for the students enrolled. Students will learn to navigate real-world situations through practical dialogues, role-playing, and written exercises that simulate workplace scenarios. Emphasis is placed on oral and written communication, to cultivate confidence, and empower students to interact with Spanish-speaking clients, colleagues,

and other key players in the workforce. In addition to language-specific proficiency, the course covers cultural nuances and professional etiquette specific to Spanish-speaking communities. By the end of the course, students will be better prepared to use Spanish in their chosen professions, making them more competitive in a globalized job market. PREREQUISITES: None

SPA1201: Elementary Spanish and Culture I (3)
This course introduces the building blocks of Spanish, focusing on developing listening, reading, speaking, and writing skills utilizing a communicative approach to language acquisition. Students will learn essential vocabulary and grammar through authentic resources and activities. Zeroing in on meaning over form, emphasizing correct pronunciation, basic sentence structure, and expressions used in typical scenarios. Classroom activities will be student-centered and communicative, fostering authentic and meaningful interactions, encouraging risk-taking, and incorporating differentiated instruction. Students will be introduced to the cultures of the Spanish-speaking world, through children's literature, videos, and cultural activities, fostering growth in cultural competencies and language proficiency. No prior knowledge of Spanish is required. PREREQUISITES: None

SPA1202: Elementary Spanish and Culture II (3)
Building upon the language and cultural competencies acquired in SPA 1201, this course strengthens students' proficiency in listening, reading, speaking, and writing in Spanish, scaffolding language skills to increase comprehensibility in syntax, interpretation, and pronunciation. Students will broaden their vocabulary, enhance their understanding of Spanish grammar, utilize more complex sentence structures, and strengthen their awareness of the cultural nuances throughout the Spanish-speaking world. This course prioritizes student engagement and communication, promoting genuine, real-life exchanges, and supporting risk-taking. New vocabulary and grammar structures (such as the preterit, imperfect, and future tenses) are taught thematically using authentic materials. PREREQUISITES: SPA 1201 or permission of the instructor

SPA2211: Intermediate Spanish I (3)
This course allows students with a foundational understanding of Spanish to develop their language proficiency. Students will deepen their knowledge of Spanish grammar, including verb tenses, and sentence structure while expanding their vocabulary to engage in more complex conversations. This course allows students to participate in authentic, meaningful activities, with lessons taught thematically and enriched with cultural context when relevant. Each unit focuses on language acquisition, starting with comprehension and progressing toward production. *Heritage Language learners (per the instructor's permission) who wish to develop a deeper understanding of Spanish literacy and written communication are encouraged to take this course.* PREREQUISITE: SPA1202 or permission of the instructor

SPA2212: Intermediate Spanish II (3)
This class builds upon the language skills acquired in SPA 2212 (Intermediate Spanish I) sharpening students' proficiency in the four language domains, speaking, listening, reading, and writing in Spanish. Students will learn more advanced grammar concepts, such as subjunctive mood and present perfect. Vocabulary and cultural awareness will be expanded to equip students to express more sophisticated ideas. An emphasis is placed on refining sentence structure in oral

and written communication. Short literary works, articles, and stories will be included that highlight the diversity of Spanish-speaking countries. Ultimately, students will apply Spanish in real-world situations, with authentic spontaneous written and oral practice integrated throughout the course. PREREQUISITE: SPA 2211 or permission of the instructor

SPA4694: Directed Study in Spanish (1-3)
A course of directed study for majors who have completed all other coursework offered in Spanish. Appropriate readings and supervision of a written study will be arranged between the student and the instructor. PREREQUISITE: Permission of the instructor

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Speech Language Pathology

SLP1010: Human Communication and Disorders (3)
This course provides an introduction to the field of communication sciences and disorders including language, speech and hearing. Normal development and basic anatomy relevant to each of these areas will be discussed along with an overview of disorders of speech, language and hearing. Additional topics related to scope and practice of the profession, assessment overview, therapy overview, augmentative/alternative communication, sign language, etc. will be discussed. PREREQUISITE: NONE

SLP1050: Multicultural Issues in Language (3)
This course provides an introduction to culture and awareness of the diversity among cultures within our own society. Definitions of race, culture and ethnicity are discussed as well as the various cultures found within the United States. The history of immigration and the impact on the United States will be explored. In addition, communication and basic language development between English and non-English speaking cultures will be addressed. PREREQUISITE: NONE

SLP2010: Normal Speech and Language Development (3)
This course focuses on the acquisition of speech and language in children and the continued development of language over the life span and will include the biological basis of language, models of language development and the structure of language systems. PREREQUISITE: PSY2450

SLP3010: Speech-Language Disorders in the Educational Setting (3)
Study of the implications of a broad range of speech and language disorders on learning and academic performance which will include language processes that are related to literacy acquisition. Assessment and service delivery models in the educational setting will also be addressed. PREREQUISITE: None

SLP3050: Clinical Methods (3)
This course presents an introduction to clinical issues in providing services to persons with communication impairments. Case management, documentation, assessment and therapy principles as well as professional responsibilities and ethics are addressed. PREREQUISITE: None

SLP3099: Practicum (3)
This practicum allows the student to apply concepts and theories learned in previous classes via observation of assessment and therapy sessions in a variety of educational and clinical settings. Where permissible and practical, students will have the ability to participate in supervised speech, language and hearing interventions. PREREQUISITE: All courses in SLP sequence

Sports and Recreation Management

SRM1600: Introduction to Sports Industries (3)
This introductory-level course provides an overview to the structure of the sport industry and highlights the scope and variety of career opportunities in sport. The fundamental management principles and concepts applied to sport industry will be introduced. Students will utilize critical thinking questions and ethical decision guidelines to solve problems sport managers face. Selected sport management functions and current challenges in sport management are introduced through group project and presentation. PREREQUISITE: None

SRM2600: Event and Facility Management (3)
Examines the history of facility management and modern issues facing facility managers. The focus is on the application of management skills as applied to arena, stadium and event management. The course examines the requisite skills to run a facility, including understandings on management theory, facility operations, marketing, budgeting and legal considerations. PREREQUISITE: SRM1600

SRM2801: Sporting Goods Industry (3)
Examines the principles and foundations of the sporting goods industry. The focus is on the history, the current structure and the current challenges facing the industry. The students also gain an understanding of the role of vendors in the industry as well as learning about the channels of distribution, an understanding of how products are marketed in the sporting goods industry, the financial dimensions of the sporting goods industry and an appreciation for the growth of e-commerce in the sporting goods industry. PREREQUISITE: None

SRM2850: Public Relations and Sport Media (3)
This course will cover the history and evolution of sports communication. Students will explore careers in sport communication and sport mass media industry. Various components of communication in sport will be introduced, including personal communication, organizational communication, sport mass media, social media in sport, integrated marketing communication, public relations, and crisis communication. Experiential learning opportunities are designed around organizational website, news release, press conference, strategic social media plan, and public relation campaign. Experiential hours with AIC Athletic Communication are required. PREREQUISITE: None

SRM3203: Sports Psychology (3)

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

SRM3210: Sport Marketing (3)
Analyzes the application of marketing, promotion and public relations principles to sport industries. Explores issues in marketing of the sport enterprise, sport-related programs and facilities, products and services. Focuses on marketing sports as a commercial proposition and on relating sports as a support tool in the marketing of non-sport related products and services. Addresses the unique challenges and new trends in sport marketing. PREREQUISITE: MKT1450

SRM3211: Legal Issues in Sports and Recreation Management (3)
This course analyzes the legal principles and issues involved in the field of sports and recreation management. It explores tort liability, negligence and product liability, constitutional law, labor laws, personal freedom and individual rights, discrimination issues, due process and risk management. PREREQUISITE: Junior/Senior status

SRM3212: International Aspects of Sports Management (3)
This course analyzes the evolving nature of the global sports and recreational business environment with special focus on major events such as the Olympics, World Cup and Formula One. Integration of markets, regulatory institutions and policies and cultural factors are examined as driving forces as well as foreign entry strategies and operational decisions in the growth of sports throughout the global economy. PREREQUISITE: Junior or Senior status

SRM3401: Sport Finance and Economics (3)
Examines the application of financial methods and economic analysis to the sport enterprise. Focus is on understanding the sport organization as a business model. Techniques of labor economics are applied to the market for sport talent. Uses the tools of finance to assess the economic viability of sport enterprises - ratio analysis, return of investment, capital budgeting, taxation and cash flow and revenue enhancement through ticket sales, sponsorship and licensing. PREREQUISITE: ECO1401 and ECO1402

SRM4090: Current Issues in Sports Management (3)
This course deals with topics that are in the forefront of concern for managers in the sports industry. Among the topics covered are: events management, security issues (terrorism and crowd control), selection and compensation of key player, technical and administrative personnel, community standards and public policy, behavior and conduct of players and spectators. The course makes extensive use of case studies, guest speakers and field trips to major sporting sites in New England. PREREQUISITE: Senior status

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

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President

Academic Affairs
Michael Dodge, EdD
Provost

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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

H. David Ahlberg Professor of Biology, Emeritus	**Margaret Horsnell** Professor of History, Emerita
Debra Anderson Professor of Human Resource Development, Emerita	**Amelia H. Janeczek** Professor of Biology; Emerita
Salvatore Anzalotti Professor of Accounting, Emeritus	**Bruce Johnson** Professor of English, Emeritus
Marquela Arenas Professor of Modern Languages, Emerita	**Royce Layman** Associate Professor of Education, Emeritus
Henry Barton Professor of English, Emeritus	**Thomas Maulucci** Professor of History, Emeritus
Brian Cleary Associate Professor of Education, Emeritus	**Jill McCarthy Payne** Professor of Criminal Justice, Emerita
Barbara Dautrich Professor of Education, Emerita	**Augustus Pesce** Professor of Education, Emeritus
John DeFrancesco Professor of Psychology, Emeritus	**Michael Peterson** Professor of Management, Emeritus
Paul C. Desmarais Professor of Mathematics, Emeritus	**Paul M. Quinlan** Professor of Psychology, Emeritus
Alan Dickinson Professor of Chemistry, Emeritus	**Lee Sirois** Associate Professor of Psychology, Emeritus
Thomas F. Fitzgerald Associate Professor of Criminal Justice, Emeritus	**Antoinette Spinelli-Nannen** Professor of Psychology, Emerita
Lawrence Habermehl Professor of Philosophy, Emeritus	**Gregory Schmutte** Professor of Psychology, Emeritus
Mark Hagopian Professor of Political Science, Emeritus	**Robin Varnum** Professor of English, Emerita
	Julie Walsh Professor of Political Science, Emerita

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John Falcone
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Gale A. Kirkwood, Hon ’15
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Former Chancellor, Professor Emeritus, University of Massachusetts

Earl T. Pryce ’00

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Superintendent, West Springfield Public Schools

Michael D. Ravosa, CFP, PMP ’98
Portfolio Manager, Senior Vice President
The Ravosa Dagnoli Wealth Management Group, UBS Financial Services, Inc.

Rachel Romano
Founder and Executive Director, Veritas Prep School

John A. Rousou, MD
Chief of Cardiac Surgery (Retired), Baystate Medical Center

Nancy M. Tantone ’87

Rebecca Thibault
Attorney, Doherty, Wallace, Pillsbury and Murphy, P.C.

Thomas P. Tunstall ’70
President Emeritus, Tunstall Corporation

Michael D. Weekes ’75
President and CEO (Retired), Providers’ Council

Trustees Emeriti

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University of Saint Joseph Men’s Basketball Coach (Retired)

Peter J. Vogian
Senior Vice President (Retired), MassMutual

E. David Wilson, Hon ’08
President (Retired), Hasbro

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

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

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.

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
413.205.3037

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 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

413.205.3037

Contact for appeals to established reasonable accommodations:

Michael Dodge
Executive VP Academic Affairs & Student Life
Adams Hall
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 – 8th Floor
5 Post Office Square
Boston, MA 02109-3921
Telephone: (617) 289-0111
Facsimile: (617) 289-0150
Email: 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.