Graduate Course Catalog

2022-2023

AIC | AMERICAN INTERNATIONAL COLLEGE

American International College

1000 State Street
Springfield, Massachusetts 01109
www.aic.edu
1-800-242-3142

At a Glance

American International College is located in Springfield, Massachusetts – a city of 150,000 people in the Connecticut River Valley. Areas of study at the undergraduate level include: accounting, athletic administration and leadership, biology, business administration, communications and public relations, criminal justice, digital marketing communications, economics and finance, educational studies, exercise science, human biology, integrated studies, interdisciplinary science, international studies, liberal studies, management, marketing, media communication studies, nursing, occupational therapy, physical therapy, psychology, public health, sociology, sports and recreation management, and visual and digital arts.

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

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

The student body consists of approximately 1200 undergraduate students from 30 states and 20 countries and over 600 graduate students.

Wireless internet access is available throughout the campus.

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

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

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

The President's Message

It is my honor and privilege to welcome you 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 beyond.

Whether you are a recent high school graduate, an adult learner, a veteran returning from deployment, an athlete, a student on campus or a student pursuing a program via distance education, we are an institution that is constantly striving to provide an environment where every student feels they belong. In doing so, AIC is committed to provide you with innovative educational opportunities, and profound student experiences. The College community is devoted to nurturing in each person an awareness of intrinsic worth, a concern for other individuals, an international perspective, and a dedication and sense of responsibility to our society. We do this by upholding our ideals and values of *Access, Opportunity, Diversity, Belonging, Community*.

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

To attend AIC is to become a part of a community. Welcome to our community, thank you for entrusting us with your education and for allowing us to walk with you on this journey, and thank you for believing in AIC.

Hubert Benitez, DDS, PhD
President

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Mission Statement

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

Vision Statement

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

Core Values

Access | Opportunity | Diversity | Belonging | Community

A Brief History

American International College was founded on July 18, 1885 by the Reverend Mr. Calvin E. Amaron, who persuaded other enlightened clergy to assist in the establishment of a college that would provide the youth of his own French Canadian ethnic group with access to higher education. The founders understood that a college education was an effective means of gaining economic and social success in American society. They wanted to provide access to higher education to all who wanted to broaden their horizons and improve their futures.

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

Always at the forefront of providing access to all who wanted it, it was not long until the College was breaking new barriers. Its second president and visionary founder, Reverend Amaron, asserted that women should be given the same opportunity as men to pursue higher education. The board of trustees discussed the question and agreed. Women were admitted to the College for the first time in 1892. President Amaron is honored for his leadership with his name on the central academic building on campus—Amaron Hall.

The College continued in its mission of educating newcomers to the United States for both citizenship and success. In this way, it was both American and international. Students learned English, American history, mathematics and science in an effort to become effective citizens and community leaders. The student body before World War I comprised people from 42 nations, reflecting a rich diversity from Europe, Asia, Africa and North, Central and South America.

With the onset of World War I and the subsequent adoption by the United States of immigration quota laws, there came an inevitable decrease in enrollment. During the mid-1920s, the chief goal of the College shifted, from the education of international and immigrant students to providing quality education to a diverse body of United States citizens. With its new direction, the College survived the economic depression of the 1930s and the world war of the early 1940s.

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

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

The early 1950s witnessed educational innovation with the creation of a training program for a group of skilled artisans from Marshall Aid countries in Europe. Part of the special curriculum

included a period for the trainees to work in local industries to learn American production methods. More than 100 persons representing 11 nations were involved in the program.

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

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

During the 1960s, American International College experienced substantial growth; 11 new buildings were erected. The 1970s witnessed the addition of the Curtis Blake Child Development Center, improvements to existing facilities and the acquisition and beautification of a substantial amount of property on the immediate periphery of the main campus. The James J. Shea, Sr. Memorial Library was completed in 1980 and The Karen Sprague Cultural Arts Center and the Esther B. Griswold Theatre for the Performing Arts followed in 1984. An addition to the existing Schwartz Campus Center was opened in September 1992. The Sokolowski Tower portion of the building, which houses the clock tower and carillons, was formally dedicated on April 22, 1994 and named in honor of Joseph and Anna Sokolowski by their daughter Sylvia Falconer Lissa ’29. The addition of the Harry J. and Annette R. Courniotes Hall that houses the Divisions of Physical Therapy, Occupational Therapy and Nursing was the last physical addition to the College in the 20th century. A unique feature of the complex is an anatomical laboratory.

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

Also during this period, the Division of Nursing was established and programs in criminal justice and special education, the day division program for graduate studies in business, the graduate programs in clinical psychology, school psychology, public administration and human resource development and the undergraduate programs in computer science, international business and communications were developed. A significant new major in undergraduate physical therapy was introduced in February 1993, augmenting the College’s already strong programs in the sciences and in nursing. The graduate professional program in physical therapy, leading to a master of physical therapy degree, began in September 1996 and the doctorate in physical therapy program began in September 2005. A baccalaureate degree program in occupational therapy was begun in September 1995. The master of occupational therapy program began in September 2000, followed by the doctorate program in occupational therapy in 2017. A master of science in nursing was launched in 2005.

The College Today
In the early 21st century, American International College remains attractive to current students, alumni, the greater Springfield community and the world for many reasons. Situated in the heart of the medium-sized New England city of Springfield, Massachusetts, the College is an active and vibrant institution that has educational programs throughout the year during the daytime, evening and on weekends. The College is a community of learners nurtured by faculty members who are dedicated to the mission of the College and energized by a student body that strives toward academic excellence. Our students are drawn principally from the northeast region of the United States, but students from many other states and nations choose to study with us. We take pride in our diversity, as 23% of our undergraduate students are Black or African American and 23% are Hispanic. The College enjoys the reputation of being student-centered, with an 18-to-1 student-faculty ratio. Academic programs include the traditional major offerings in the liberal arts, various specialties in business administration and teacher education, as well as such professional programs as nursing, occupational therapy, physical therapy and criminal justice studies.

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

Enrollment
American International College consists of a student body of approximately 1,200 undergraduate students from 30 states and 20 countries, as well as over 600 graduate students.

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

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), the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association, and the Commission on Collegiate Nursing Education (CCNE). The master's degree program and the post-graduate APRN certificate program at AIC is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

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; Bachelor of Science in Business Administration with majors in accounting, economics/finance, general business, healthcare management, international business, management, marketing, and sports and recreation management.

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

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

Graduate Programs at a Glance

Academic Program	Degree	School	Notes
Early Childhood, Pk-2 Elementary Education, 1-6 Middle/Secondary Education o General Science, 5-8 o Math, 5-8 or 5-12 o Biology, 8-12 o Chemistry, 8-12 o English, 5-12 o Spanish, 5-12 o History, 5-12 o Math, 5-8 or 5-12 Moderate Disabilities, PK-8 or 5-12 Reading Specialist, All Levels School Leadership o Principal/Assistant Principal, 5-8 or 5-12 o Special Education Administrator, All Levels	MEd CAGS	Education	All programs listed are educator preparation designed for the Initial License in Massachusetts. Professional licensure is offered exclusively in Early Childhood, Pk-2; Elementary Education, 1-6; and Moderate Disabilities, Pk-8 programs only. All programs include a degree only option w/o licensure.
Educational Psychology	MA	Education	Pre-requisite for CAGS in School Guidance & Adjustment.
Teaching & Learning Educational Leadership & Supervision	EdD	Education	
Exercise Science	MS	Health Science	
Family Nurse Practitioner Nursing Administration Nursing Education	MSN	Health Science	
Occupational Therapy	MSOT OTD	Health Science	
Physical Therapy	DPT	Health Science	
Public Health	MPH	Health Science	

Business	MBA	Business, Arts and Sciences	
Cannabis Science and Commerce	MS	Business, Arts and Sciences	
Clinical Mental Health Counseling	MA	Business, Arts and Sciences	
Counseling Psychology	MA	Business, Arts and Sciences	
General Psychology	MA	Business, Arts and Sciences	
Educational Psychology	EdD	Business, Arts and Sciences	
Forensic Psychology	MS	Business, Arts and Sciences	
Mental Health Counseling	EdD	Business, Arts and Sciences	
Mental Health and Human Development	EdD	Business, Arts and Sciences	

Graduate Admissions

General Information

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

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

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

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

How to Apply for Admission
Completed applications, official transcripts for all undergraduate and graduate work, if any, letters of recommendation and standardized test scores, if applicable, may be submitted as a single package or by separate cover to: American International College, Office of Graduate Admissions, 1000 State Street, Springfield, MA 01109. Many admissions documents, with the exception of items which are required to be official, may also be submitted electronically via the applicant portal at go.aic.edu/apply.

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

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

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

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

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

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

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

Transcripts from schools outside the United States must receive a course by course evaluation through a recognized evaluation service. We accept evaluations from active members associated with NACES. For more information, please visit: naces.org

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

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

letters of recommendation. However, certain graduate degree programs require three letters of recommendation. Please consult the appropriate graduate degree program for specific details.

Personal Goal Statement
As a graduate degree candidate you must submit a personal goal statement highlighting your desire to pursue an advanced degree and its benefits to you, both personally and professionally. The personal statement should be at least 500 words, typed, on a separate sheet and submitted along with the application for graduate admission.

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

Application Fee
Applications must be accompanied by a U.S. $50 non-refundable application fee. An additional fee may be assessed for the evaluation of official transcripts from colleges and universities outside of the United States. The candidate will be so notified. Application fees may be waived at the discretion of the Graduate Admissions Director.

Acceptance Deposit
Upon acceptance into a graduate program, candidates who intend to enroll are required to submit a non-refundable deposit, amount varies by graduate program. This may be submitted online via the applicant portal at go.aic.edu/apply, or mailed to the Office of Graduate Admissions, American International College, 1000 State Street, Springfield, MA 01109. Enrolled students will have their deposits credited to their student accounts. This does not apply to School of Education master's and CAGS programs.

Additional Admissions Information For Specific Groups

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

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

Any qualified student interested in taking graduate-level coursework as a non-matriculated student is encouraged to contact the Office of Graduate Admissions at (413) 205-3700 for more information.

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

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

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

CORI/SORI Screening
Criminal Offender Record Information (CORI)

Sex Offender Registry Information (SORI)

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

Financial Aid
We encourage all students to apply for financial assistance when they apply for admission. Qualified graduate students are eligible to borrow up to $20,500 in student loans to cover tuition and living expenses. Students who wish to receive aid must complete the Free Application for Federal Student Aid (FAFSA). Please remember to enter AIC's code of 002114 International students and students enrolled in certificate programs are not eligible for financial aid. To learn more about financial aid, please visit our website at https://www.aic.edu/admissions/tuition-and-financial-aid/financial-aid/ for more details.

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

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

Schools and programs may have higher standards that prevail over the Graduate School policy. TOEFL or IELTS scores are considered official only when submitted directly from the testing service; copies will not be accepted. Test scores are valid for 2 years after the test date. TOEFL/IELTS scores are not required if a prior college or university degree has been granted within the last three years from a regionally accredited institution within the United States or applicant can document that the language of instruction for undergraduate degree was English.

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

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

course evaluation through a recognized evaluation service. We accept evaluations from active members associated with the National Association of Credentials Evaluation Services (NACES) organization (www.naces.org);
- Letters of recommendation;
- Personal goal statement or essay
- Declaration and Certification of Finances form (at the time of enrollment)
- Students whose native language is not English are required to demonstrate English language proficiency through The Official Test of English as a Foreign Language (TOEFL) or IELTS scores.
- U.S. $50 non-refundable application fee;
- Clinical Observation or Volunteer Experience forms, if applicable
- Proof of licensure, if applicable.

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 Graduate Admissions, in consultation with the admissions counselor or program director, makes the final deferral decision. To defer, a student must:

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

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

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

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

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

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

Additional Admissions Requirements for Specific Graduate Programs

School Of Business, Arts and Sciences

Master of Business Administration (MBA)
The MBA program offers rolling admissions, accepting applications throughout the year, and allowing students to begin their studies in the fall or summer terms.

The program requires an undergraduate GPA of 2.75; however, a GPA of a 3.0 or higher is preferred. In the event an individual wishes to apply to the program but does not have a 2.75 GPA, the individual may be required to be interviewed by the program director, after which depending on the outcome of the interview and review of all other application materials, the individual may be granted full or conditional acceptance into the program.

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

- All documentation listed in the Admissions Criteria for All Students section of this document
- Two letters of recommendation, one must be from a supervisor or academic professor. Recommendations from coaches, acquaintances, or family members are not permitted for this program.

Certificate of Business Administration (non-degree)
The Certificate of Business Administration offers rolling admissions, accepting applications throughout the year and allowing students to begin their studies in the fall and summer terms. The program requires an undergraduate GPA of 2.75; however a 3.0GPA or higher is preferred.

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

Cannabis Science and Commerce (MS)
The Cannabis Science and Commerce program offers rolling admissions, accepting applications throughout the year and allowing students to begin their studies in the fall and spring terms.

The program requires an undergraduate GPA of 2.75 or better. In the event an individual wishes to apply to the program but does not have a 2.75 GPA, the individual may be required to be interviewed by the program director, after which depending on the outcome of the interview and review of all other application materials, the individual may be granted full or conditional acceptance into the program.

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

Clinical Mental Health Counseling (MA)
The Clinical Mental Health Counseling program offers rolling admissions, accepting applications throughout the year and allowing individuals to begin their studies in the fall or spring term.

The program requires an undergraduate GPA of 2.75 or better. In the event an individual wishes to apply to the program but does not have a 2.75 GPA, the individual may be required to be interviewed by the program director. Depending on the outcome of the interview and review of all other application materials, the individual may be granted a full or conditional acceptance into the program.

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

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

The program requires a baccalaureate GPA of 3.0 or better. In the event an individual wishes to apply to the program but does not have a 3.0 GPA, the individual may be required to be interviewed by the program director. Depending on the outcome of the interview and review of all other application materials, the individual may be granted a full or conditional acceptance into the program.

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

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

The program requires an undergraduate GPA of 2.75 or better. In the event an individual wishes to apply to the program but does not have a 2.75 GPA, the individual may be required to be interviewed by the program director. Depending on the outcome of the interview and review of all other application materials, the individual may be granted a full or conditional acceptance into the program.

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

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

The program requires an undergraduate GPA of 2.75 or better. In the event an individual wishes to apply to the program but does not have a 2.75 GPA, the individual may be required to be interviewed by the program director. Depending on the outcome of the interview and review of all other application materials, the individual may be granted a full or conditional acceptance into the program.

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

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

The program requires an undergraduate GPA of 2.75 or better. In the event an individual wishes to apply to the program but does not have a 2.75 GPA, the individual may be required to be interviewed by the program director.

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

Doctor of Education in Educational Psychology (EdD)
The Educational Psychology program offers rolling admissions, accepting applications throughout the year, allowing students to begin their studies in the fall or spring semesters.

Prerequisites: Candidates must hold a bachelor's degree in psychology, or a closely related field. Preference will be given to those who have already proven themselves at the graduate level (i.e., holders of MA or MS degree). Students who do not currently hold a graduate degree (i.e. MS or MA) will be awarded a MA in Educational Psychology upon completion of 30 credits in specific graduate courses.

This program requires a minimum undergraduate GPA of 3.0, but a GPA of 3.25 is recommended. In the event an individual wishes to apply to the program but does not have a 3.0 GPA, the individual may be required to be interviewed by the program director; depending on the outcome of the interview and review of all other application materials, the individual may be granted a full or conditional acceptance into the program.

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

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

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

Doctor of Education in Mental Health Counseling (EdD)
The Doctor of Education in Mental Health Counseling program offers rolling admissions, accepting applications throughout the year and allowing students to begin their studies in the fall or spring terms.

Prerequisites:

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

This program requires a minimum graduate GPA of 3.0, but a GPA of 3.25 is recommended. In the event an individual wishes to apply to the program but does not have a 3.0 GPA, the individual may be required to be interviewed by the program director; depending on the outcome of the interview and review of all other application materials, the individual may be granted a full or conditional acceptance into the program.

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

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

Doctor of Education in Mental Health and Human Development (EdD)
The Doctor of Education in Mental Health and Human Development program offers rolling admissions, accepting applications throughout the year, allowing students to begin their studies in the fall or spring term.

Prerequisites:

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

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

of the interview and review of all other application materials, the individual may be granted a full or conditional acceptance into the program.

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

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

School of Education

Doctor of Education (EdD) in Teaching & Learning

The Doctor of Education in Teaching & Learning offers rolling admissions and accepts applications throughout the year, allowing students to begin studies either in the fall or spring semester.

Prerequisites

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

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

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

Doctor of Education (EdD) in Educational Leadership & Supervision

The Doctor of Education in Educational Leadership & Supervision offers rolling admissions, accepting applications throughout the year and allowing students to begin their studies in the fall or spring semesters.

Prerequisites

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

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

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

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

Master's of Education (MEd)*

The MEd is offered with rolling admissions, accepting applications throughout the year and allowing students to enroll in the fall or spring semesters. General requirements for all MEd programs follow.

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

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

Certificate for Advanced Graduate Studies (CAGS)

The CAGS is offered with rolling admissions, accepting applications throughout the year and allowing students to enroll in the fall or spring semesters. Universal requirements for all programs offered for the MEd and CAGS follow. (See also program specific requirements.)

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

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

Early Childhood Education (MEd and CAGS)

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

Initial Licensure Applicants

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

Professional Licensure Applicants

- Prior Initial License in the same field applied is required
- One or more years of teaching experience under Initial License.

Both Initial & Professional Applicants

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

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

- Applicants for Initial Licensure
    - In a minimum of 500 words, please answer the following two questions:
        - Why are you interested in pursuing a graduate degree in education at AIC?
        - What are your career goals and how will enrolling in this program impact your educational, personal, and professional growth?
- *Applicants for Professional Licensure*
    - In a minimum of 750 words, please answer the following three questions:
        - Why are you interested in pursuing a graduate degree in education at AIC?
        - Describe how your experience as a lead teacher has prepared you for the rigors of this program?
        - What are your career goals and how will enrolling in this program impact your educational, personal, and professional growth?

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

Elementary Education (MEd and CAGS)
In addition to all requirements previously noted for the MEd & CAGs:

Initial Licensure Applicants

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

Professional Licensure Applicants

- Prior Initial License in the same field appropriate to the program of application
- One or more years of teaching experience under Initial License.

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

- Two (2) Professional letters of recommendation, at least 1 recommendation from a current supervisor
- Personal statement using the prompts detailed below for the type of license sought
    - *Applicants for Initial Licensure*
        - In a minimum of 500 words, please answer the following two questions:
            - Why are you interested in pursuing a graduate degree in education at AIC?
            - What are your career goals and how will enrolling in this program impact your educational, personal, and professional growth?

- *Applicants for Professional Licensure*
    - In a minimum of 750 words, please answer the following three questions:
        - Why are you interested in pursuing a graduate degree in education at AIC?
        - Describe how your experience as a lead teacher has prepared you for the rigors of this program?
        - What are your career goals and how will enrolling in this program impact your educational, personal, and professional growth?
- All documentation listed in the *Admissions Criteria for All Students* section of this document

Middle School Education (MEd and CAGS)
In addition to all requirements previously noted for the MEd & CAGs:

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

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

Secondary Education (MEd and CAGS)
In addition to all requirements previously noted for the MEd & CAGs:

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

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

Moderate Disabilities (MEd and CAGS)
In addition to all requirements previously noted for the MEd & CAGs:

Prerequisites:

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

Professional Licensure Applicants, **Available only in the PK-8 program**

- Prior Initial License in the same field appropriate to the program of application
- One or more years of teaching experience under Initial License.

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

- Two (2) Professional letters of recommendation, at least 1 recommendation from a current supervisor
- Personal statement using the prompts detailed below for the type of license sought
    - Applicants for Initial Licensure
    - In a minimum of 500 words, please answer the following two questions:
        - Why are you interested in pursuing a graduate degree in education at AIC?
        - What are your career goals and how will enrolling in this program impact your educational, personal, and professional growth?
    - Applicants for Professional Licensure
    - In a minimum of 750 words, please answer the following three questions:
        - Why are you interested in pursuing a graduate degree in education at AIC?
        - Describe how your experience as a lead teacher has prepared you for the rigors of this program?
        - What are your career goals and how will enrolling in this program impact your educational, personal, and professional growth?
- All documentation listed in the *Admissions Criteria for All Students* section of this document

Reading Specialist (MEd and CAGS)
In addition to all requirements previously noted for the MEd & CAGS:

Prerequisite:

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

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

- Submit proof of teaching for a minimum of one year at the time of application.

- Copy of license (if applicable)
- Two (2) Professional letters of recommendation, at least 1 recommendation from a current supervisor
- In a minimum of 750 words, please answer the following three questions:
    - Why are you interested in pursuing a graduate degree in education at AIC?
    - What are your career goals and how will enrolling in this program impact your educational, personal, and professional growth?
      In what ways have you cultivated transformative change in your current practice supportive of literacy?
- All documentation listed in the *Admissions Criteria for All Students* section of this document

School Leadership (MEd and CAGS)
In addition to all requirements previously noted for the MEd & CAGS:

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

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

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

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

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

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

The MA in Educational Psychology prerequisite to the CAGS practices "rolling admissions" where applications are received throughout the year. Currently enrolling for the fall term. Those seeking state licensure certification with endorsement either in school guidance counseling or adjustment counseling must complete the MA degree, prior to entering the CAGS for program completion either in School Counseling *or* School Adjustment Counseling. The MA degree in Educational Psychology is therefore a prerequisite for entering the CAGS.

MA in Educational Psychology
The MA degree requires a minimum undergraduate cumulative GPA of 3.0 or better. In the event that an individual wishes to apply and does not have a 3.0 GPA, the application will be evaluated by supporting documentation, which may include but is not limited to: GRE scores (if applicable), last 30 credits of coursework and/or an interview with academic leaders for the program assigned. Depending on the outcome of the additional review, those accepted without a 3.0 GPA may be granted either full or conditional acceptance into the program.

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

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

CAGS in School Adjustment Counseling
In addition to all requirements previously noted for the CAGS:

Prerequisites: Applicants for the Certificate of Advanced Graduate Study must possess an MA in Educational Psychology (or provide evidence upon admission in AIC of a significantly similar degree.) Each applicant into the CAGS program will have their master's program reviewed by the designated academic leader assigned.

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

- Two (2) Professional letters of recommendation, at least 1 recommendation from a current supervisor

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

CAGS in School Counseling
In addition to all requirements previously noted for the CAGS:

Pre-requisites: Applicants for the Certificate of Advanced Graduate Study must possess an MA in Educational Psychology or a significantly similar degree. Each applicant into the CAGS program will have their master's program reviewed by the designated academic leader assigned.

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

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

School Of Health Sciences

Exercise Science with a concentration in Strength and Conditioning (MS)
The Exercise Science program offers rolling admissions, accepting applications throughout the year, allowing students to begin their studies in the fall semester.

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

Prerequisites:
- Anatomy and Physiology I with lab (4 semester credits)
- Anatomy and Physiology II with lab (4 semester credits)

- Exercise Physiology (3 semester credits)
- Kinesiology/Biomechanics/Functional Anatomy (3 semester credits)

Applicants must receive a minimum grade of a B- in all required prerequisite coursework in order to be accepted.

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

Nursing (MSN)

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

The program requires a baccalaureate GPA of 3.0 or better. In the event an individual wishes to apply to the program but does not have a 3.0 GPA, the individual may be required to be interviewed by the program director. Depending on the outcome of the interview and review of all other application materials, the individual may be granted a full or conditional acceptance into the program.

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

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

Post-Master's Family Nurse Practitioner Certificate Program

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

Prerequisites:

- A Master of Science in Nursing or higher from a regionally accredited institution or a recognized international institution of higher learning prior to acceptance into the Family Nurse Practitioner certificate program.
- Successful completion of Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment courses or must have these courses in progress at the time of application.
    - Applicants may complete these courses at AIC as non-matriculated students as necessary

All applicants must meet minimum Master of Science in Nursing entry requirements and will be reviewed for admission based on the strength of their ability for graduate study and the receipt of the following documentation:

- Current RN License

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

Occupational Therapy (MSOT)
Admission requirements are designed to select qualified students who are likely to successfully complete this professional program of study. Graduate applications to the MSOT program are accepted on a rolling admissions basis through June 1st. Late applications will be reviewed on a space available basis.

Graduate students applying to the MSOT program must have earned a BS or BA degree from an accredited four-year institution. A minimum GPA of 3.00 (on a 4.00 scale) is preferred. Applicants must also have received a minimum grade of a B- in all required prerequisite coursework. Prerequisite courses must have been completed within the 5 years prior to applying to the program in order to be accepted. Graduate Record Examinations (GRE's) may be required for any candidate with a cumulative GPA that is below the preferred minimum. Percentile ranking scores of 50% or higher are preferred. Admission decisions will consider both undergraduate BS/BA GPA and GRE Scores.

International students must submit Test of English as a Foreign Language (TOEFL) score documentation. Minimum score requirements are as follows: 577 Paper; 91 Internet; 233 Computer-based.

Prerequisite Courses:
Abnormal Psychology (3 credits)
Developmental Psychology (3 credits)
Physics (4 credits with lab) or Kinesiology (3 credits)
Anatomy and Physiology (4 credits with lab)
Statistics (3 credits, Biological, Psychological, or Educational)

Prerequisite courses may be in progress at the time of application; however, all required courses must be completed, and have final transcripts showing successful completion by May 30th or 30 days before the start of the program.

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

- Sealed official transcripts of all previous academic work from a regionally accredited institution. Transcripts from schools outside the United States must receive a course by course evaluation through a recognized evaluation service. We accept evaluations from active members associated with the National Association of Credentials Evaluation Services (NACES) organization (www.naces.org);
- Two Letters of recommendation (one must be academic)
- Submit evidence of completing two clinical OT observations (minimum of 8 hours at each location)

- The OTCAS essay prompt changes annually and will be accepted in lieu of the AIC personal statement prompt.
- Official Test of English as a Foreign Language (TOEFL) or ESL International score for non-native speakers of English

Occupational Therapy (OTD)
The Doctorate of Occupational Therapy program offers rolling admissions, accepting applications throughout the year allowing students to begin their studies in the fall or spring semester.

Graduate students applying to the OTD program must have earned a MSOT degree from an accredited four-year institution**. A minimum GPA of 3.00 (on a 4.00 scale) is preferred. Candidates will be reviewed for admission based on the strength of their ability for graduate study and the receipt of the following documentation:

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

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

Physical Therapy (DPT)
Admission requirements are designed to select qualified students who are likely to successfully complete this professional program of study. There are two application deadlines for graduate applications to the DPT program. The priority deadline is December 1st and the final deadline is May 1st. Late applications will be reviewed on a space-available basis.

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

International students must submit Test of English as a Foreign Language (TOEFL) score documentation. Minimum score requirements are as follows: 577 Paper; 91 Internet; 233 Computer-based.

Prerequisite Courses:

Biology I, Biology II (8 credits, including 2 labs.) *
Anatomy and Physiology I and Anatomy and Physiology II (8 credits, including 2 labs)
Chemistry I and Chemistry II (8 credits, including 2 labs)
Physics I and Physics II (8 credits, including 2 labs)
Statistics (Biological, Psychological or Educational)

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

Prerequisite courses may be in progress at the time of application; however, all required courses must be completed, and have final transcripts showing successful completion by June 1st before the start of the program.

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

- Sealed official transcripts of all previous academic work from a regionally accredited institution. Transcripts from schools outside the United States must receive a course by course evaluation through a recognized evaluation service. We accept evaluations from active members associated with the National Association of Credentials Evaluation Services (NACES) organization (www.naces.org);
- Three letters of recommendation (one must be academic)
- Submit evidence of completing two clinical PT observations (minimum of 10 hours at each location)
- The PTCAS essay prompt changes annually and will be accepted in lieu of the AIC personal statement prompt.
- Official Test of English as a Foreign Language (TOEFL) or ESL International score for non-native speakers of English

Public Health (MPH)
The Public Health program offers rolling admissions, accepting applications throughout the year allowing students to begin their studies in the fall semester.

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

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

Tuition and Fees

Graduate Tuition and Fee Schedule 2022-2023
Rates Effective as of 5/1/2022

School of Health Sciences

Description[2]	Amount	Charge Per
Master of Public Health	$ 630	Credit
Master of Science in Nursing (MSN)	$ 800	Credit
Master of Science–Family Nurse Practitioner (year 1)	$ 800	Credit
Master of Science–Family Nurse Practitioner (year 2+)	$ 980	Credit
Post Master's Certificate Family Nurse Practitioner	$ 980	Credit
Master of Science in Exercise Science	$ 1,010	Credit
MS-Occupational Therapy (MSOT)	$ 24,055	Term
The final year of the program requires fieldwork to be completed in a summer term. For that year, the rate, per term, will be as follows: $$18,040 in the Spring term and $6,015 in the summer term.		
Doctor of Occupational Therapy	$ 1,175	Credit
DPT-Physical Therapy (see term breakdowns listed below)	$ 57,845	Year
Summer	$ 9,245	Term
Fall/Spring	$ 24,300	Term
Specialty Part-Time Rates (Must meet specific criteria and be approved by Dean or Director of Program)		
MS-Occupational Therapy (Part-Time)	$ 1,488	Credit
DPT-Physical Therapy (Part-Time)	$ 1,435	Credit
Notations:		
[2]Continuous Enrollment Fee: (Courses AIC9999 and AIC9998) *• Continuous Enrollment is designated primarily for graduate students who have completed all their coursework and are working on one of the following: Dissertation, Thesis, Clinical, Internship, Externship, Capstone, Practicum or Field Based Research.* *• The Continuous Enrollment fee is charged once per term and is non-refundable. Students must pay the fee prior to the end of the add/drop period. Failure to be properly enrolled in Continuous Enrollment will result in an administrative withdrawal from the College and all incomplete coursework will result in failure and possible dismissal from the program.* *• Students are required to maintain Continuous Enrollment each semester, including summers for programs requiring summer work, until their degree has been conferred. Continuous Enrollment is non-credit and non-graded. Continuous Enrollment is not financial aid eligible and is not used to establish full-time enrollment.* *• Students who wish to voluntarily withdraw from the college during the Continuous Enrollment portion of their program will receive a failing grade for any course carrying CIP and face possible dismissal from the program.* *• Students who are currently in Continuous Enrollment are not allowed to take a Leave of Absence.*		

Application Fees and Deposits		
Application Fee	$ 50	Once
Deposit	$ 200	Once
Deposit Occupational/Physical Therapy Tuition	$ 500	Once
Miscellaneous Fees		
Graduate/Certificate Registration Fee	$ 30	Term (except MSOT,DPT)
Graduation Fee	$ 100	Once per degree
Course and Program Fees		
Master of Public Health		
Health Check Fee (PCH5030, PCH7502)	$ 120	Course
MS Exercise Science		
EXS5120 (Exercise Testing and Evaluation)	$ 380	Course
EXS5290 (Bioenergetics in Athletic Performance	$ 380	Course
Health Check Fee (EXS6500)	$ 120	Course
MSN/FNP		
Health Check Fee (NUR5040, NUR6042, NUR6560)	$ 120	Course
Fee: Suture Kit (NUR6551)	$ 200	Course
Fee: Clinical (NUR6510)	$ 90	Course
Occupational Therapy		
Health/Background/Screening Fee (OTR5050, OTR5233, OTR6030)	$ 150	Course
OTR5130 (Gross Anatomy Lab Fee)	$ 470	Course
Fee: Fieldwork Management (OTR5140)	$ 155	Course
Physical Therapy		
Health/Background/Screening Fee (PTR7150, PTR7450, PTR7660)	$ 150	Course
Fee: Fieldwork Management (PTR7133)	$ 155	Course

School of Education

Description[2]	**Amount**	**Charge Per**
Urban Pathways: Master of Education (4+1 non-cohort model)[1]	$ 465	Credit
Master of Education (cohort model) & Master of Arts in Educational Psychology (cohort model)[1]	$ 439	Credit

First term of enrollment is Spring 2021 or prior and continuous enrollment is maintained		
CAGS in Education (cohort model)[1] *First term of enrollment is Spring 2021 or prior and continuous enrollment is maintained*	$ 439	Credit
Master of Education & Master of Arts in Educational Psychology [1] *First Term of enrollment is Summer 2021 and for Students who are readmitted or re-enrolled*	$ 465	Credit
CAGS in Education [1] *First Term of enrollment is Summer 2021 and for Students who are readmitted or re-enrolled*	$ 465	Credit
Doctor of Education (EdD)[2]	$ 7,405	Per Term (Trimester)
Notations:		
[1]Starting in the Fall of 2017 practicum course credit allocations and duration have been restructured. Students who do not complete their practicums in the allotted number of semesters and semester credit hours will be required to enroll in a practicum continuation course. The continuation course will be charged at the appropriate cohort credit rate. Students who were admitted to AIC prior to Fall 2017 and who have been continuously enrolled in courses since that time, will not be subject to this change.		
[2]Continuous Enrollment Fee: (Courses AIC9999 and AIC9998) *• Continuous Enrollment is designated primarily for graduate students who have completed all their coursework and are working on one of the following: Dissertation, Thesis, Clinical, Internship, Externship, Capstone, Practicum or Field Based Research.* *• The Continuous Enrollment fee is charged once per term and is non-refundable. Students must pay the fee prior to the end of the add/drop period. Failure to be properly enrolled in Continuous Enrollment will result in an administrative withdrawal from the College and all incomplete coursework will result in failure and possible dismissal from the program.* *• Students are required to maintain Continuous Enrollment each semester, including summers for programs requiring summer work, until their degree has been conferred. Continuous Enrollment is non-credit and non-graded. Continuous Enrollment is not financial aid eligible and is not used to establish full-time enrollment.* *• Students who wish to voluntarily withdraw from the college during the Continuous Enrollment portion of their program will receive a failing grade for any course carrying CIP and face possible dismissal from the program.* *• Students who are currently in Continuous Enrollment are not allowed to take a Leave of Absence.*		
Application Fees and Deposits		
Application Fee	$ 50	Once
Deposit	$ 200	Once
Fees		
Continuous Enrollment Fee	$ 200	Per Term
Graduate/Certificate Registration Fee	$ 30	Term (Excluding Terms of Continuous Enrollment Fee, Med/CAGS/MAEP, EdD)
Graduation Fee	$ 100	Once per Degree
Technology Assessment Fee	$ 130	Once, Med/MAEP

School of Business, Arts and Sciences

Description[2]	Amount	Charge Per
Master of Arts in Clinical Psychology (MA)	$ 1,010	Credit
Master of Arts in Counseling Psychology (MA)	$ 575	Credit
Master of Arts in General Psychology (MA)	$ 1,010	Credit
Master of Business Administration (MBA)	$ 675	Credit
MS Cannabis Science and Commerce	$ 630	Credit
Master of Science in Forensic Psychology (MS)	$ 1,010	Credit
Doctor of Education in Educational Psychology (EdD)	$ 1,010	Credit
Doctor of Education in Mental Health Counseling	$ 1,010	Credit
Doctor of Education in Mental Health & Human Development (Non Licensure)	$ 1,010	Credit
Doctor of Education (EdD)	$ 7,405	Per Term (Trimester)
Graduate Certificate Programs		
Certificate in General Psychology	$ 1,010	Credit
Certificate in Management	$ 675	Credit
Notations:		
[2]Continuous Enrollment Fee: (Courses AIC9999 and AIC9998) *• Continuous Enrollment is designated primarily for graduate students who have completed all their coursework and are working on one of the following: Dissertation, Thesis, Clinical, Internship, Externship, Capstone, Practicum or Field Based Research.* *• The Continuous Enrollment fee is charged once per term and is non-refundable. Students must pay the fee prior to the end of the add/drop period. Failure to be properly enrolled in Continuous Enrollment will result in an administrative withdrawal from the College and all incomplete coursework will result in failure and possible dismissal from the program.* *• Students are required to maintain Continuous Enrollment each semester, including summers for programs requiring summer work, until their degree has been conferred. Continuous Enrollment is non-credit and non-graded. Continuous Enrollment is not financial aid eligible and is not used to establish full-time enrollment.* *• Students who wish to voluntarily withdraw from the college during the Continuous Enrollment portion of their program will receive a failing grade for any course carrying CIP and face possible dismissal from the program.* *• Students who are currently in Continuous Enrollment are not allowed to take a Leave of Absence.*		
Application Fees and Deposits		
Application Fee	$ 50	Once
Deposit	$ 200	Once
Fees		
Graduate/Certificate Registration Fee	$ 30	Term
Graduation Fee	$ 100	Once per degree

Administrative Fees and Parking Fees

Description	Amount	Charge Per
Apostille Seal (only if needed for International Diploma)	$ 6	Each
Diploma Replacement Fee	$ 75	Each
Returned Check Fee	$ 25	Each
Student Parking Resident	$ 125	Term
Student Parking Commuter	$ 50	Term
Transcript	$ 12.50*	Each degree *$1 additional charge for an electronic transcript
Transcript Fee – International Overnight	$ 102.50	Each degree
Transcript Fee – Overnight	$ 52.50	Each degree

Tuition Deposit Payments

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

Admitted applicants will be asked to submit a non-refundable deposit of by May 1 in order to hold the student's place in the entering class. Where circumstances merit, requests for an extension of the deposit deadline may be granted at the discretion of the Director of Admissions.

Food Service

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

Resident students are required to have a meal plan. Meal plan changes may be made with the Office of Residence Life during the add-drop period at the start of each term.

Commuter students are not required to purchase a meal plan each term but have several attractive available options. Commuters may make meal plan selections with the Office of Residence Life. Full meals may be purchased for cash in the Dining Commons.

The snack bar, known as The Hive, is located in the campus center. Sandwiches and salads, hot drinks and other items are available on a cash basis. Adding Buzz Bucks, a declining balance choice, is also available to all students through the Dining Commons office. Snacks and soft drinks are available through vending machines in other college facilities.

Residence Charges and Meal Plans 2022-2023 (Per Term- Fall/Spring)

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

Residence Halls (per Term)

Building	Single by Design	Single Buyout[3]	Double	Triple by Design	Single Due to Vacancy Upcharge[2]	Occupancy Adjustment (Double to Triple)
Acorn Graduate Apts.	$5,875	N/A	N/A	N/A	N/A	N/A
Acorn Apts. (Undergraduate)	N/A	$6,615	$4,900	N/A	$735	(735.00)
Graduate Annex	$5,875	N/A	$4,900	N/A	$735	(735.00)
Broadhurst	$4,975	$5,595	$4,145	N/A	$620	(620.00)
Edgewood	$5,195	$5,845	$4,330	$3,800	$650	(650.00)
Hines[1]	**$4,560**	**$5,130**	$3,800	**N/A**	**$570**	**(570.00)**

Magna[1]	**N/A**	**$5,130**	$3,800	$3,800	**$570**	**(570.00)**
Pouch[1]	**$4,560**	**$5,130**	$3,800	**N/A**	**$570**	**(570.00)**
Street[1]	**$4,560**	**$5,130**	$3,800	**N/A**	**$570**	**(570.00)**

All rates are per term

[1]These buildings are all traditional buildings.
[2]See section on Single due to Vacancy
[3]Only available on a limited basis- availability determined by the Office of Residence Life

Summer	**Per week**	**Per month**
Hines Double Room	$125	$500
Hines Single Room	$175	

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	$ 3,765	$ 7,530	Minimum required for all First-year students living anywhere on campus. All other undergraduate and Graduate students may purchase this plan.
14 Meals per Week + $200 Dining Dollars	$ 3,075	$ 6,150	Minimum required for all non-freshmen undergraduate students living in any hall except Acorn Heights or Acorn Heights-B. Graduate students may purchase.
125 Block + $200 Dining Dollars	$ 1,940	$ 3,880	Optional plan for Undergraduate students living in Acorn Heights (non First-Year). Graduate students may purchase.
75 Block + $100 Dining Dollars	$ 1,165	$ 2,330	Minimum required for all undergraduate students living in Acorn Heights (non First Year) and all graduate students living in any hall except Acorn Heights and Acorn Heights-B.
Commuter Meal Plan			
30 Block + $200 Dining Dollars	$ 540	$1,080	Optional for all non-resident undergraduate and graduate students

Fees:

Fees	Amount	Charge Per
Off-Campus Res. Education -Non Compliance Fine	$ 300	per occurrence
Residency Requirement Non Compliance Fee	$ 5,000	per occurrence

Cancellation Fee 1 (Eligible to live off campus)-early notice	$ 100	per occurrence
Cancellation Fee 2 (Eligible to live off campus)-late notice	$ 500	per occurrence
Cancellation Fee 3 (Eligible to live off campus)-after add/drop	$ 1,000	per occurrence
Cancellation Fee (Eligible to live off campus)-after Oct/Mar deadline	100% room charge	per occurrence

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

Student Health Plan*

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

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

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

AIC automatically applies the insurance fee but it may be waived during the yearly posted waiver periods if the student has comparable coverage with another carrier. A 12-month plan, the insurance covers the period between August 1st and July 31st of the following year. The cost of insurance is subject to annual increases.

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

Student Accounts Policy and Procedures

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

Check Cashing

Students may cash checks up to $50. There is a limit of one check per every 2 business days and a valid AIC student ID must be presented. Checks will only be cashed between the hours of 10 am and 2:30 pm.

Methods of Payment

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

a. Approved financial aid loans and grants
b. Direct payment by check, electronic payments, Visa, Mastercard, American Express or Discover.
c. Enrolling in an authorized monthly payment plan through AIC's authorized vendor
d. International students must make full payment prior to arrival and are not eligible for participation in payment plans.

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.

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

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

Updating Contact Information: Students are responsible for keeping their AIC records up to date with current physical addresses, email addresses, and phone numbers by following the procedure on

the my.AIC.edu portal on the Office of the Registrar's page. Upon leaving AIC for any reason, it is the student's responsibility to provide AIC with updated contact information for purposes of continued communication regarding any amounts that remain due and owing to AIC.

Veterans Benefits and Transition Act of 2018 effective August 1, 2019:
Educational institutions must allow GI Bill and VR&E beneficiaries (Chapter 33 and Chapter 31 beneficiaries) to attend a course of education or training during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance and ending on the earlier of the following dates:

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

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

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

Student Account Withdrawal Refund Policies

Course Drop/ Withdrawal Refund Schedule:

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

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 Cohort Academic 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

Notes:

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

[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.*

[3] *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 CALENDAR [6]					
Session(s)	Weeks/Days	% Returned Tuition and Specific Fees[4]	% Returned Fees[2]	% Returned Room and Board[1]	% Institutional Financial Aid Returned[5]
Fall & Spring	Prior to the start of the session	100%	100%	100%	100%
	During add/drop	100% *$750 Withdrawal Fee*[3]	100%	100%	100%
	After add/drop and through Day #14 (this is usually only a few days)	80%	No Refund	80%	80%
	Week 3 (Days 15-21)	60%	No Refund	60%	60%
	Week 4 (Days 22-28)	40%	No Refund	40%	40%
	Week 5 (Days 29-35)	20%	No Refund	20%	20%
	Week 6 and after (Day 36+)	No Refund	No Refund	No Refund	No Refund
Intersession	Prior to the start of the session	100%	100%	100%	100%
	First day of session	100%	100%	As per housing contract	100%
	Day 2 of session and after	No Refund	No Refund	As per housing contract	No Refund
Summer	Prior to the start of the session	100%	100%	100%	100%
	During add/drop	100%	100%	As per housing contract	100%
	After add/drop to day #15	50%	No Refund	As per housing contract	50%
	Day # 16 and after	No Refund	No Refund	As per housing contract	No Refund

WITHDRAWAL FROM AIC: TRIMESTER CALENDAR[6]

Session(s)	Weeks/Days	% Returned Tuition and Specific Fees[4]	% Returned Fees[2]	% Returned Room and Board[1]	% Institutional Financial Aid Returned[5]
Fall & Spring & Summer	Prior to the start of the session	100%	100%	100%	100%
	During add/drop	100%	100%	Room & Board is contracted on a yearly basis[1] Summer: As per housing contract	100%
	After add/drop and through Day #14 (this is usually only a few days)	80%	No Refund	Room & Board is contracted on a yearly basis[1] Summer: As per housing contract	80%
	Week 3 (Days 15-21)	60%	No Refund	Room & Board is contracted on a yearly basis[1] Summer: As per housing contract	60%
	Week 4 (Days 22-28)	40%	No Refund	Room & Board is contracted on a yearly basis[1] Summer: As per housing contract	40%
	Week 5 (Days 29-35)	20%	No Refund	Room & Board is contracted on a yearly basis[1] Summer: As per housing contract	20%
	Week 6 and after (Day 36+)	No Refund	No Refund	No Refund	

WITHDRAWAL FROM AIC: SCHOOL OF EDUCATION (SOE)[6]

Session(s)	Weeks/Days	% Returned Tuition and Specific Fees[4]	% Returned Fees[2]	% Returned Room and Board[1]	% Institutional Financial Aid Returned[5]
Fall & Spring	Prior to the start of the sub-session	100%	100%	100%	100%
	During add/drop	100%	100%	Room & Board is contracted on a yearly basis[1]	100%
	After add/drop to day #18	50%	No Refund	Room & Board is contracted on a yearly basis[1]	50%
	Day # 19 and after	No Refund	No Refund	Room & Board is contracted on a yearly basis[1]	No Refund
Summer	Prior to the start of the sub-session	100%	100%	100%	100%
	During add/drop	100%	100%	As per housing contract	100%

	After add/drop to day #18	50%	No Refund	As per housing contract	50%
	Day # 19 and after	No Refund	No Refund	As per housing contract	No Refund

WITHDRAWAL FROM AIC: 7 Week Calendar[6]					
Session(s)		% Returned Tuition and Specific Fees[4]	% Returned Fees[2]	% Returned Room and Board[1]	% Institutional Financial Aid Returned[5]
Fall & Spring	Prior to the start of the sub-session	100%	100%	100%	100%
	During add/drop	100%	100%	Room & Board is contracted on a yearly basis[1]	100%
	After add/drop to day #18	50%	No Refund	Room & Board is contracted on a yearly basis[1]	50%
	Day #19 and after	No Refund	No Refund	Room & Board is contracted on a yearly basis[1].	No Refund
Summer	Prior to the start of the sub-session	100%	100%	100%	100%
	During add/drop	100%	100%	As per housing contract	100%
	After add/drop to day #18	50%	No Refund	As per housing contract	50%
	Day #19 and after	No Refund	No Refund	As per housing contract	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] *Applies to all fees except for the fees specifically noted in notation #4. 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] *Fees included in the pro-rate are Program Fees and Supportive Services Fees.*

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

[65] *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.*

Resident Students

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

Application of Refund Policies

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

Federal Financial Aid:

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

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

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

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

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

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

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

Service Members:
Tuition Assistance Students:

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

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

- Summer Semester: Tuition Assistance students will have a 10% return rate of tuition from day #16 through the 60% completion date

All Service Members:

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

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

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

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

Financial Aid

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

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

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

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

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

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

Grants, Scholarships and Loans

Merit-based Scholarships
Merit-based scholarships are awarded annually to selected incoming applicants who have been accepted for admission as full-time students. Students awarded merit scholarships will be notified at the time of their admission decision.

Eligibility for incoming freshmen is based on SAT/ ACT scores, class rank and high school grade point average. Scholarships range from $10,000 to $25,000 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).

Graduate Business

Business Administration (MBA)

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

The MBA program is a structured 12-course, 36-credit program that operates on a cohort-based model. Students enter the program as a group or cohort in September, January, or May and attend classes with the same group of students until they graduate from the program. Students typically complete the MBA program in one or two years. The culmination of the program is the MBA Capstone, in which students pull together the knowledge gained in the program by creating a comprehensive business plan to start their own business

Learning Outcomes

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

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

Requirements

MGT5210	Organizational Behavior
MKT5210	Managerial Marketing
ECO5210	Managerial Economics
MGT5250	Human Resource Management
MGT5270	Information Systems for Business Strategy
IBS6110	International Business
ACC5300	Managerial Accounting
MGT5230	Quantitative Analysis for Decision Making
FIN5210	Managerial Finance
MGT5240	Operations Management
MGT6410	Strategic Management
MGT6999	The MBA Capstone

Graduate Management Certificate

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

15 credits, 5 courses

Graduate Psychology

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

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

Programs

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

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

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

Graduate Psychology Master's Programs

Clinical Mental Health Counseling (MA)

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

The Clinical Mental Health Counseling program is designed to meet the educational requirements for a licensed mental health counselor (LMHC) in the Commonwealth of Massachusetts, and similar professional designations in other states. The 60 semester hour mental health counseling concentration includes coursework in research, assessment, counseling, psychopathology, human development, and ethics. A pre-internship clinical practicum of 100 hours is required, and is followed by a 600-hour clinical internship.

The Clinical Mental Health Counseling program with a Forensic Psychology Concentration is also designed to meet the educational requirements for an LMHC. This concentration is a 66 semester hour program that incorporates courses from the mental health counseling concentration. The forensic psychology concentration also includes six semester hours of forensic psychology coursework. A pre-internship clinical practicum of 100 hours is required, and is followed by a 600-hour clinical internship.

Due to state licensing requirements, transfer credits may not be permitted. Students are responsible for ensuring that they meet all state licensing requirements as promulgated by the Massachusetts Board of Registration of Allied Mental Health Professionals or by the appropriate board in the state in which they wish to practice. For specific information, your state or provincial certification/licensing board should be contacted.

Learning Outcomes

- Students will develop competencies in their knowledge of human development and psychological and psychopathological assessment, diagnosis, case conceptualization and treatment planning in relation to mental health counseling.
- Students will develop knowledge of individual/cultural differences as well as ethical and legal standards so they gain the skills and develop the ethical commitment to provide quality services to culturally diverse clients and organizations in relation to mental health counseling.
- Students will develop competencies in their knowledge of psychotherapeutic intervention, treatment modalities and effective clinical and counseling skills in relation to mental health counseling.
- Students will develop competencies in their knowledge of scientific methodology and its application to relevant practice as well as the

skills necessary for effective application of that knowledge to mental health counseling.

- Students will develop personal and interpersonal competency and clinical skills which are essential for mental health counselors to conduct themselves in a professional manner.

Requirements

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

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

Total Required Credits (without forensic concentration): 60
Total Required Credits (with forensic concentration): 66

#Forensic Concentration only

Additional Program Notes

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

Forensic Psychology (MS)

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

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

Learning Outcomes

- Students will develop a solid base of theoretical knowledge of psychological principles and skills they need in order to be able to effectively apply them to the problems that people have in their lives and in their interactions within the legal, correctional and law enforcement systems.
- Students will develop a current and comprehensive understanding of the functioning of the mental health, legal, correctional and law enforcement systems.
- Students will develop the ethical commitment and professional interpersonal skills needed to provide quality services to culturally diverse clients and organizations.
- Students will develop forensic practice competencies appropriate for entering the forensic psychology field.

Requirements

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

Total Credits: 36

Additional Program Notes:

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

General Psychology (MA)

The Master's in General Psychology program at American International College prepares students for doctoral or other graduate level study in psychology and related fields. The 30 credit program provides instruction in core competency areas but also allows students to structure a program that meets their interests.

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

The primary purpose of the M.A. in General Psychology is to prepare students for future graduate study. Upon completion of the degree, however, students may choose to obtain employment in a variety of social service, mental health, and psychiatric institutions and settings.

Learning Outcomes

- Students will develop a solid theoretical foundation of core competency areas in general psychology.
- Students will develop the necessary knowledge and skills to critically evaluate, analyze, and interpret psychological literature and research.
- Students will obtain the necessary knowledge and skills to seek further graduate level education in a doctoral program in psychology or advanced program in a related field.
- Students will obtain the necessary knowledge and skills in general psychology to enhance employment opportunities for master's level individuals

Requirements

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

Required Courses

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

Plus two Forensic Psychology or School Psychology Elective Courses

See Forensic Psychology program and Education Psychology program for possible electives. (Must be approved by the Program Director)

Total Required Credits: 30

Additional Program Notes

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

Counseling Psychology (MA)

The MA degree in Counseling Psychology is designed for learners with aspirations to become licensed as professional counselors. The core objective of the MA in Counseling Psychology is to address the knowledge base and skills necessary to qualify for licensure as a Clinical Mental Health Counselor, and related clinical practice. The academic focus of this program includes extensive in-depth studies in counseling theory and practice, applied psychology concepts and principles, theories of human development and personality development across the lifespan, family and group therapy principles, applied social and cultural foundations, biological basis of behavior, and professional orientation and ethics. The program also includes formal internship components consistent with most state requirements for clinical mental health counseling licensure. Students are responsible for ensuring that all state licensing requirements are met as promulgated by the Massachusetts State Board of Registration of Allied Mental Health Professionals or by the appropriate board of the state in which they wish to practice. For specific information, the appropriate state or provincial certification/licensing board should be contacted.

This program offers courses online and has a modest residency requirement for interaction with peers and faculty.

Learning Outcomes

- Expression of Ideas - The candidate will be able to analyze and communicate ideas clearly in correct APA format.
- Knowledge of Appraisal and Diagnostic Techniques for Individuals and Groups - The candidate will be able to analyze the appropriate and ethical use of various appraisal and diagnostic techniques for diverse populations in verbal and written forms.
- Social and Cultural Awareness - The candidate will be able to communicate in written and oral forms an understanding of social and cultural similarities and differences and their impact upon professional practice.
- Professional Identity and Ethics - The candidate will be able to express, verbally and in written form, an understanding of the fundamentals of professional practice as well as ethical considerations that should guide one's professional and/or scholarly pursuits.
- Knowledge of Counseling Theory and Practice - The candidate will be able to express, verbally and in written form, an understanding of the major theories and methodologies of professional counseling.
- Critical Thinking and Reflection - The candidate will be able to synthesize and evaluate a variety of sources to explore ideas and issues to facilitate continued personal and professional development through self-reflection

Requirements

PSY5510	Counseling Theory & Practice
PSY5520	Psychology of Human Growth & Development
PSY5530	Social & Cultural Bases of Behavior

PSY5540 Helping Relationships
PSY5550 Group Work and Therapy
PSY5560 Career and Lifestyle Development
PSY5610 Appraisal and Diagnostic Techniques
PSY5620 Abnormal Psychology
PSY5630 Human Sexuality for Counselors
PSY5640 Research Methods & Program Evaluation
PSY5710 Professional Orientation and Ethics
PSY5738 Internship in Counseling Psychology I
PSY5838 Internship in Counseling Psychology II
PSY6899 Professional Portfolio (Capstone)

Electives (18 credits)

PSY5720 Practicum in Counseling Psychology I (as needed)(1 credit) *
PSY5938 Internship in Counseling Psychology III *
PSY6110 Biological Bases of Behavior
PSY6210 Personality Theory & Development
PSY6220 Family Therapy
PSY6310 Psychopharmacology
PSY6410 Substance Abuse and Addictive Disorders
PSY6510 Crisis Intervention

* In some states, including Massachusetts, students need to take a one-credit, 100 hour practicum (PSY5720). Additionally a third internship (PSY5938) may be required. Students should check with the appropriate state licensure board for guidance on electives and all other requirements.

Graduate Psychology Doctoral Programs

Educational Psychology (EdD)

The doctoral program in Educational Psychology provides professional preparation in applied educational psychology with a major in school psychology. There are two learning tracks to choose from. Students may choose the school psychology track with an emphasis on learning disabilities and child development to meet the educational requirements for licensed school psychologist in Massachusetts, and similar professional designations in other states. In addition, students may choose the non-licensure track for experience addressing special education, human dynamics and social justice in a variety of institutions or work places. The program is based on a balanced sequential scientist/practitioner model and emphasizes the interrelatedness of theory, research, and practice, and offers choices to meet the individual needs of students.

Program Tracks:

- School Psychology
- Non-Licensure

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

School Psychology (EdD)

Learning Outcomes

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

Core Course Requirements

PSY5036 Applied Behavioral Statistics #
PSY5207 Applied Research Methodology and Evaluation #

PSY5217 Counseling Theories, Techniques, Practice and Consultation #
PSY5225 Family, Marriage and Couples Counseling and Consultation
PSY5317 Group Counseling Theories and Practice
PSY5325 Learning Theories and Behavioral Interventions
PSY5355 Systems and Theories in Counseling and Psychology#
PSY5338 Theory and Practicum - Diagnostic Assessment I
PSY5347 Psychopathology: Assessment, Diagnosis and Treatment #
PSY5417 Human Growth and Development
PSY5418 Psychometric Tests and Measurement for Individuals and Groups
PSY6225 Psychology of Behavior Management for Special Needs #
PSY6230 Psychology of the Exceptional Child #
PSY6330 Theories of Learning Disabilities
PSY6507 Issues and Ethics in Professional Orientation #
PSY6607 Clinical Skills in Treatment Modalities and Consultation
PSY6517 Psychopharmacology and Substance Abuse
PSY6615 Multicultural Studies and Social Bases of Behavior
PSY6850 Diagnostic Psychoeducational Assessment #
PSY8340 Racial, Multi-Cultural and Social Bases of Behavior
PSY8410 Cognitive Psychology
PSY8520 Seminar in Learning Disabilities and Family Consultations
PSY9210 Physiological Bases of Behavior
PSY9220 Bivariate and Multivariate Applied Research Methods and Evaluation

Practicum and Internship Requirements
(Students required to complete only the practicum and internship in their area of study)

PSY8228 Practicum in School Psychology I
PSY8229 Practicum in School Psychology II
PSY8528 Internship in School Psychology I
PSY8529 Internship in School Psychology II
or
PSY8238 Practicum in Psychology- Non-Licensure I
PSY8239 Practicum in Psychology-Non-Licensure II
PSY8538 Pre-doctoral Internship in Psychology –Non-Licensure I
PSY8539 Pre-doctoral Internship in Psychology– Non-Licensure II

Dissertation Requirements

PSY9989 Dissertation in School Psychology I (6 Credits)
PSY9990 Dissertation in School Psychology II (6 credits)

Total Credits: 96

#Students without a Master's may qualify for a Master's in Educational Psychology (MAEP).

Additional Program Notes
Students must pass the Comprehensive Qualifying Exam (COMPS) before starting dissertation. Two semesters of practicum and two semesters of internship are required for the degree. Total number of hours for practicum and internship is dependent on the licensure the student is pursuing. It is the student's responsibility to contact their specific

state or provincial certification/licensure board for further licensing information.
Students with a Master's degree in a related field must complete a minimum of 63 credits as determined in consultation with the program director. Those with a Master's degree in psychology from AIC may be given additional consideration for equivalent courses.

Mental Health Counseling (EdD)

The doctoral program in Mental Health Counseling provides professional preparation in applied mental health counseling. The Mental Health Counseling doctoral program is designed to meet the educational requirements for a licensed mental health counselor (LMHC) in Massachusetts, and similar professional designations in other states. Students gain experience addressing mental health issues, human dynamics and social justice for a variety of individual or group cases, institutions or work places. The program is based on a balanced sequential scientist/practitioner model and emphasizes the interrelatedness of theory, research, and practice, and offers choices to meet the individual needs of students.

Those who are interested in pursuing certification or licensure will generally meet academic, experiential, and other requirements depending on the type of certification/licensure sought, however, each state or jurisdiction may have additional requirements. Students are responsible for ensuring that they meet all state licensing requirements as promulgated by the Massachusetts Board of Registration of Allied Mental Health Professionals or by the appropriate board in the state in which they wish to practice. For specific information, your state or provincial certification/licensing board should be contacted.

Learning Outcomes

- Students will develop competencies in lifespan development and psychopathy assessment, diagnosis, case conceptualization, and treatment planning and will apply that knowledge to the practice of mental health counseling and research.
- Students will develop competencies in individual/cultural differences, and ethical and legal standards in order to provide ethical and culturally sensitive services to culturally diverse populations and organizations and will apply that knowledge to the practice of mental health counseling and research.
- Students will develop competencies in counseling and psychotherapeutic interventions, treatment modalities, clinical skills, remediation and consultation and will apply that knowledge to the practice of mental health counseling and research.
- Students will develop written and oral competencies in scientific methodology and the application of these competencies to psychoeducational and clinical practice and other scholarly activities and will apply that knowledge to the practice of mental health counseling and research.
- Students will develop personal and interpersonal competencies and skills essential for mental health counselors to conduct themselves in a competent and professional manner and will apply that knowledge to their practice of mental health counseling and research

Requirements

PSY8217	Counseling Theories, Techniques, Practice and Consultation
PSY8225	Family, Marriage and Couples Counseling and Consultation
PSY8227	Crisis Intervention and Trauma Informed Care
PSY8307	Career Development and Lifestyle Appraisal
PSY8317	Group Counseling Theories and Practice

PSY9418 Psychometric Tests and Measurement for Individuals and Groups
PSY8355 Systems and Theories in Counseling and Psychology
PSY9410 Substance Use Disorders and Addiction Counseling
PSY8507 Issues and Ethics in Professional Orientation
PSY8607 Clinical Skills in Treatment Modalities and Consultation
PSY8517 Psychopharmacology and Substance Abuse
PSY8340 Racial, Multi-Cultural and Social Bases of Behavior
PSY9220 Bivariate and Multivariate Applied Research Methods and Evaluation
PSY9949 Studies in Human Lifespan Development
PSY9950 Studies in Psychopathology Assessment, Diagnosis and Intervention

Practicum and Internship Requirements
PSY8219 Practicum in Mental Health Counseling
PSY8518 Internship in Mental Health Counseling I
PSY8519 Internship in Mental Health Counseling II

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

Total required Credits: 66

Additional Program Notes
Students must pass the Comprehensive Qualifying Exam (COMPS) before starting dissertation. One semester of practicum and two semesters of internship are required for the degree. Total number of hours for practicum and internship is dependent on the type of licensure the student is pursuing. It is the student's responsibility to contact their specific state or provincial certification/licensure board for further information. Transfer credits may not be not considered for licensure track due to licensure requirements in Massachusetts. Students with a Master's degree in a related field and seeking licensure must complete a minimum of 66 credits as determined in consultation with the program director.

Mental Health and Human Development (EdD)

Non-Licensure Only for students with a previous master's degree

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

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

Learning Outcomes

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

Requirements

PSY8036	Applied Behavioral Statistics
PSY8217	Counseling Theories, Techniques, Practice and Consultation
PSY8338	Diagnostic Cognitive Assessment: WAIS/WISC
PSY8330	Theories of Learning Disabilities
PSY9410	Substance Use Disorders and Addiction Counseling
PSY8607	Clinical Skills in Treatment Modalities and Consultation

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

Dissertation Requirements

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

Total required Credits: 60

Additional Program Notes

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

Additional Programs

Cannabis Science and Commerce (MS)

The Master of Science in Cannabis Science and Commerce is designed for students interested in a career in the cannabis industry, providing them with an understanding of the basic science, business, and legal issues of the cannabis industry. The program provides education in the following areas:

- Basic science (chemistry, horticulture, cultivation, uses, and delivery systems)
- Business (management, marketing, and operations)
- Federal and state laws and policies

Coursework is designed to accommodate students of any academic background, and faculty are dedicated to teaching interesting courses accessible to all students, regardless of academic background.

Learning Outcomes

- Analyze the effects of social, political, and cultural influences on the cannabis industry.
- Have the knowledge of the current Cannabis industry regulations and possess the ability to use ethical decision making to navigate a changing legal landscape.
- Demonstrate the ability to integrate and apply business knowledge to the cannabis industry.
- Effectively communicate culturally competent cannabis information both orally and in writing.
- Demonstrate an understanding of the uses and scientific aspects of Cannabis.

Requirements

MEM5100	History and Culture of Cannabis and Commerce
MEM5200	Cannabis Law and Policies
MEM5300	The Chemistry of Cannabis
MEM5310	Cannabis Use and the Endocannabinoid System
MEM5320	Cannabis Seed to Sale
MEM5400	Essential Business Concepts and Applications
MEM5410	Cannabis Industry Operations Management
MEM5420	Tactical Communications and Marketing
MEM6100	Strategic Research and Planning
MEM6200	Cannabis Capstone

School of Health Sciences

Karen S. Rousseau
Dean of Health Services

Exercise Science (MS)
Nursing (MSN)
Occupational Therapy (MSOT)
Occupational Therapy (Post-Professional OTD)
Physical Therapy (DPT)
Public Health (MPH)

Exercise Science (M.S.)

Concentration: Strength and Conditioning

The graduate program in Exercise Science 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 leave with the expertise and skills they will need to succeed in the industry. An applied curriculum allows students the opportunity to work with AIC's DI and DII athletes who play in 23 NCAA varsity sports and 2 club sports. It is our mission to place an emphasis upon academic integrity, honesty, and the facilitation of independent critical thinking.

Learning Outcomes:

- Apply critical strength and conditioning/physiological concepts to the athletic population
- Demonstrate leadership development as a strength and conditioning professional
- Develop and execute advanced strength and conditioning programs to the athletic and special populations
- Be adequately prepared to pass national certification exams
- Correctly critique athletes athletic performance and during training (resistance exercise, plyometric exercise, speed/agility, endurance).

Prerequisites into Program:

Anatomy and Physiology I + Lab
Anatomy and Physiology II + Lab
Physiology of Exercise
Human Biomechanics or Kinesiology or Human Functional Anatomy

All prerequisites must be completed with a B- or better to enter into the program. An undergraduate overall cumulative GPA of 3.0 is highly recommended/preferred.

Requirements: Professional Track

EXS5010	Research Methods
EXS5030	Strength and Conditioning
EXS5050	Neuromuscular and Hormonal Aspects of Exercise
EXS5120	Exercise Testing and Evaluation
EXS5240	Sports Nutrition
EXS5290	Bioenergetics in Athletic Performance
EXS5500	Program Internship
EXS5610	Strength & Conditioning Applications and Program Design
EXS5640	Exercise for Special Populations
EXS5676	Facility Management for Exercise Professionals
EXS5720	Psychology and Philosophy of Sport Coaching
EXS6500	Internship (400 hours)
EXS6700	Winter (December) Comprehensive Examinations

Additional Program Requirements:

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

Nursing (MSN)

The Division of Nursing is committed to preparing competent and compassionate practitioners, educators, and leaders in nursing who will advance the profession through the generation, transmission, and creative use of knowledge. The 36-46 credit, online program, offers students the opportunity to discuss, analyze, and evaluate a wide range of critical and emerging issues in nursing and healthcare and develop the necessary knowledge and skills to assume advanced roles in the profession of nursing.

Concentrations:

Nursing Education
Nursing Administration
Family Nurse Practitioner
Family Nurse Practitioner Post-Master's Certificate

Learning Outcomes

- Apply knowledge gained from theoretical and empirical knowledge in nursing and related disciplines to inform and/or initiate change in nursing education, nursing administration, and advanced practice nursing.
- Demonstrate the use of scholarly inquiry to inform educational, administrative, and advanced nursing practices.
- Apply ethical decision-making in research, evaluation, nursing education, nursing management, and advanced nursing practice.
- Analyze the effect of health policy, finance, healthcare technologies, and organizational structure on the development and implementation of quality educational programs and healthcare delivery systems.
- Demonstrate the use of leadership strategies that advance the design and implementation of quality education programs and improve clinical practice.
- Analyze the effect of sociopolitical and cultural influences on nursing education and healthcare practices.
- Integrate advances in healthcare technology into nursing education and healthcare.
- Demonstrate a commitment to ongoing personal and advanced professional development through professional involvement, lifelong learning, and understanding of doctoral study.
- Apply leadership strategies to contribute to the ongoing development of the profession of nursing and nursing education.

Core Requirements (Required for All Concentrations)

NUR5040	The Art and Science of Advanced Nursing
NUR5041	Seminar in Nursing Research & Evidence-Based Practice
NUR5042	Policy, Politics, and Organization of Healthcare
NUR6040	Advanced Concepts of Pathophysiology
NUR6041	Advanced Concepts of Pharmacology

NUR6042 Advanced Concepts of Health Assessment

Choose One Concentration

Nursing Education

NUR5140 Evaluating Learning Outcomes
NUR5412 Professional Writing for Nurses
NUR6141 Evidenced-Based Practice for Nursing Education
NUR6149 Nursing Education Practicum, Part A
NUR6150 Nursing Education Practicum, Part B

Nursing Administration

NUR5412 Professional Writing for Nurses
NUR6142 Nursing Leadership and Management
NUR6143 Concepts and Elements of Core Measures
NUR6249 Nursing Administration Practicum, Part A
NUR6250 Nursing Administration Practicum, Part B

Family Nurse Practitioner

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

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

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

* (if NUR6040 Advanced Concepts of Pathophysiology, NUR6041 Advanced Concepts of Pharmacology, and NUR6042 Advanced Concepts of Health Assessment have been transferred for credit)

Occupational Therapy (MSOT)

According to the American Occupational Therapy Association (AOTA) (http://www.aota.org) occupational therapists (OTs) help people to live life to the fullest. Guided by a belief in the power of being physically, mentally, spiritually and socially active, OTs assist people who are at risk for medical/psychological problems to prevent injury or health conditions by leading healthy and productive lives. The School of Health Sciences offers two tracks to achieve a master of science degree in occupational therapy: a 5-year combined BSOS/MSOT degree (see above) for students entering the program as freshmen or undergraduate transfers and a direct-entry option for individuals who already have earned a bachelor's degree. The post-baccalaureate option requires 93 credits for graduation with a Master of Science in Occupational Therapy (MSOT) degree. Credit totals include 24 weeks of full-time Level II Fieldwork within the United States or in international facilities where the supervising therapist has graduated from a program approved by the World Federation of Occupational Therapists. The program is committed to the academic preparation of practitioners who will advance occupation-based, client-centered, and evidence-driven occupational therapy within the medical, educational and social service delivery systems.

Learning Outcomes

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

demonstrate professional advocacy by participation in professional organizations (e.g. WFOT, AOTA, state OT associations).

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

Professional Foundation Phase – Year 1

Fall Term

OTR5010	Introduction to Occupational Therapy
OTR5030	Professional Communication
OTR5040	Occupational Science
OTR5050	Neuroscience
OTR5060	Task & Activity Analysis

Spring Term

OTR5110	Foundations of Occupational Therapy
OTR5120	Evidence-Based Practice
OTR5130/5131	Gross Anatomy with Lab
OTR5140	Group Dynamics
OTR5150/5151	Kinesiology with Lab
OTR5200	Comprehensive Exam

Graduate Professional Phase – Year 2

Fall Term

OTR5230	Psychosocial Occupations 1
OTR5231	Physical Occupations 1
OTR5232	Assistive Technology 1
OTR5233	Fieldwork/Service Delivery 1
OTR5240	Research Methods

Spring Term

OTR5430	Psychosocial Occupations 2
OTR5431	Physical Occupations 2
OTR5432	Assistive Technology 2
OTR5433	Fieldwork/Service Delivery 2
OTR5525	Program Development in Health/Wellness
OTR5531	Supervision/Management
OTR5600	Comprehensive Exam

Graduate Professional Phase – Year 3

Fall Term

OTR6030	Occupational Therapy Process: Pediatrics
OTR6031	Occupational Therapy Process: Mental Health
OTR6032	Occupational Therapy Process: Adults
OTR6033	Occupational Therapy Process: Aging
OTR6130	Fieldwork Seminar
OTR6200	Comprehensive Exam

Spring Term

OTR6139	Level II Fieldwork
OTR6239	Level II Fieldwork

Summer Session 1

OTR6240	Level II Fieldwork Extension

Fieldwork

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

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

Students are also required to successfully complete twenty four weeks of full-time, supervised, Level II Fieldwork (12 credit hours) during the second year of the graduate phase to fulfill the academic requirements for graduation. These advanced field experiences provide students with opportunities for skill and task mastery, and demonstration of their role as practitioners. Level II Fieldwork experiences must be completed within one year of completing didactic coursework, unless otherwise approved by the program director. Level II Fieldwork courses (OTR6139, OTR6239, and OTR6240 are graded on a Pass/Fail basis. Students must earn the minimum criterion score based upon performance in the areas of fundamentals of practice, basic tenets, evaluation and screening, intervention, management of OT services, communication and professional behaviors, as assessed on AOTA's Fieldwork Performance Evaluation for the Occupational Therapy Student.

The School of Health Sciences requires annual CORI (Criminal Offender Registry Information) reviews on students admitted to its programs. Students who subsequently refuse to permit a CORI review will be dismissed from the program. Students with a negative CORI may be denied the ability to participate in academic fieldwork and/or be dismissed from the program.

Program Completion

Following the successful completion of the academic and fieldwork components of the Program, a graduate of the Occupational Therapy Program will be qualified to sit for the

national certification examination as a candidate for occupational therapist, as administered by the National Board for Certification in Occupational Therapy (NBCOT). Upon passing the certification examination administered by the NBCOT, the individual will be qualified to practice as a professional Occupational Therapist, Registered (OTR). All 50 states and the District of Columbia, require licensure in order to practice. State licenses are usually based upon the results of the NBCOT Certification Examination. Information regarding NBCOT's procedures can be obtained by contacting the NBCOT at One Bank Street, Suite 300, Gaithersburg, MD 20878; phone (301) 990-7979; or email at www.nbcot.org.

Post-Professional Occupational Therapy (OTD)

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

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

Program Orientation –Purpose is to provide an orientation to the program and online learning, facilitate socialization among students and faculty, review program requirements and the institution's graduate academic regulations and academic integrity policies.

Learning Outcomes

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

policies to advance occupational therapy practice, education, and research.

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

Requirements

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

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

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

Physical Therapy (DPT)

The Doctorate of Physical Therapy program prepares students to practice autonomously, effectively, and with integrity in contemporary, multifaceted, and culturally diverse healthcare environments. In concert with the mission of the College and the School of Health Sciences, the Physical Therapy faculty facilitate a teaching-learning environment focused on interactive and collaborative learning experiences. Students graduate with the cognitive, psychomotor, and professional skills that enable them to assume the diverse role of healthcare practitioner, which includes being an effective clinician, advocate, manager, teacher, learner, researcher, and leader. In addition, the program facilitates the development of compassionate practitioners through academic and community service experiences. The professional phase of the program consists of 3 years of study, including summers.

Learning Outcomes

- Graduates will be able to examine, evaluate, diagnose, and provide physical therapy interventions to patients across the lifespan with neuromuscular, cardiopulmonary, integumentary and musculoskeletal dysfunctions
- Graduates will demonstrate sensitivity to individual social, cultural and emotional differences/similarities in patients and their support systems in all interactions.
- Graduates will demonstrate knowledge of basic research principles and their application to physical therapy practice.
- Graduates will demonstrate a commitment to the profession of physical therapy through leadership and/or service

Requirements

Year 1

Summer Term

PTR7050/7051	Gross Anatomy/Lab
PTR7131	Scientific Inquiry I

Fall Term

PTR7133	Foundations of Clinical Medicine
PTR7145	Kinesiology
PTR7150/7151	Fundamentals of Patient Management I/Lab
PTR7160/7161	Fundamentals of Patient Management II/Lab
PTR7170	Fundamentals of Patient Management III

Spring Term

PTR7210/7211	Musculoskeletal Patient Management I/Lab
PTR7220/7221	Musculoskeletal Patient Management II/Lab
PTR7230	Neuroscience I
PTR7232	Musculoskeletal Clinical Medicine
PTR7237	Professional Foundations
PTR7241	Scientific Inquiry II
PTR7242	Exercise Physiology

Year Two

Summer Term

PTR7336	Clinical Education I (10-12 weeks)

Fall Term

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

Spring Term

PTR7520/7521	Neuromuscular Patient Management II/Lab
PTR75XX	Principles of Teaching and Learning Across the Lifespan
PTR7531	Pharmacology
PTR7535	Cardiopulmonary Clinical Medicine
PTR7541	Health and Wellness
PTR7542/7543	Cardiopulmonary Patient Management/Lab
PTR7630	Scientific Inquiry IV
PTR 75XX	Psychosocial Elements of Illness

Year Three

Summer Term

PTR7536	Clinical Education II (10-12 weeks)

Fall Term

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

Spring Term

PTR7736	Clinical Education III (10-12 weeks)

Clinical Experience Requirements

Each physical therapy student is required to complete three, 10-12 week clinical experiences. The student will work closely with the academic coordinator of clinical education (ACCE) to choose sites that will meet the requirements of the program and the needs of the student. A variety of healthcare institutions, agencies, and practice settings are utilized for clinical educational experiences on local, regional and national levels. Each student is also required to complete a variable number of Integrated Clinical

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

Public Health (MPH)

The Master's in Public Health (MPH) at AIC prepares students for careers dedicated to improving population health. The program seeks to train the next generation of community leaders to address the social determinants of health that are at the root population health inequities, such as racism, discrimination, and food and housing insecurity. Students will learn about effective collaborations between public health professionals and those working in urban planning, environmental science, health care administration, and education. Over the course of the 42 credit program, delivered both online and through evening face-to-face classes, students will gain the knowledge and skills needed to be leaders of local, state, national or global population health initiatives. The program has also been designed to fulfill the requirements necessary to attain future accreditation by the Council on Education for Public Health (CEPH).

Learning Outcomes

- Apply an evidence-based approach to the planning, design, budgeting, implementation and evaluation of public health programs which are responsive to communities' diverse cultural needs.
- Demonstrate the ability to apply fundamental concepts of epidemiology to the appraisal of public health evidence.
- Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
- Assess the population health impact of public health problems and identify priorities for intervention using both qualitative and quantitative evidence.
- Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels
- Advocate for policies and programs that will improve population health based on an understanding of the evidence and policy-making process.
- Assess the impact of health, economic and social policies on public health
- Demonstrate ethical leadership of public health projects as interprofessional collaborators and coordinators.
- Effectively communicate culturally competent public health information both orally and in writing.
- Apply systems thinking to public health problems

Requirements

PCH5030	Population Health, Social Determinants and Health Equity
PCH5032	Ethics in Public Health
PCH5040	Principles of Epidemiology
PCH5042	Public Health and the Environment
PCH5200	Introduction to Statistics for Health Care Professionals
PCH5202	Social and Behavioral Aspects of Public Health
PCH6100	Health Care Management and Policy
PCH6102	Health Care Systems and Financing
PCH6200	Leadership in Health Care Organizations
PCH6300	Health Care Program Development and Evaluation
PCH7100	Research Methods in Public Health

PCH7201 Capstone Seminar in Public Health
PCH7501 Practicum in Public Health I
PCH7502 Practicum in Public Health II

School of Education

Susan J. Henrichon, Ed.D., Dean

The School of Education (SOE) at American International College offers degree programs at the graduate level for the MEd, CAGS, and EdD. Programs offered are all aligned to the College's Mission "to ensure access, opportunity, and diversity for urban areas and under-represented communities." To achieve this goal the SOE works to prepare excellent teachers and leaders who can cultivate transformative change within education-related settings supporting the learners and communities served. As such, faculty and graduates of AIC work to be positive agents of social and academic change within classrooms, schools, districts, and communities. Many also are actively engaged in leadership and entrepreneurial activities within non-profit and community-based organizations to achieve this goal.

The mission of the School of Education (SOE) is to prepare exemplary teachers for the contemporary challenges of the American school-aged populations and to equip candidates with the knowledge, skills, and compassion to empower all children to become agents of positive social change and to achieve at the highest academic level possible. The SOE strives to develop highly reflective teachers who examine personal bias, reject and challenge sociological constructs of oppression and finds ways for every child to achieve and succeed, both academically and socially, without exception.

Programs leading to the MEd and CAGS include those designed for both non-licensure and licensure certification purposes. Educator preparation programs offered for the licensure certification of personnel in public schools and districts are all approved by the Department of Secondary and Elementary Education (DESE) and are specific to Massachusetts. Educator preparation programs offered include those for teachers, counselors, and leaders. The SOE's non-licensure degrees parallel these programs within given areas of study but with different requirements for the capstone experience (e.g., a Field-based Action Research Project instead of the Practicum).

The highest degree offered by the School of Education is the EdD. Unlike others, this degree is designed for experienced professionals seeking advanced study specific to education. This is a practice-oriented degree designed for those deeply interested in inquiry related to either teaching and learning or academic leadership. Graduates of the EdD program use their degree for personal and/or career-related purposes supporting professional advancement.

All interested in seeking advanced study in the SOE in one of the graduate programs are encouraged to carefully review degree requirements with a campus advisor prior to application. Once accepted into a degree program, further consult with the designated academic leader for the program to craft a detailed plan for completion. Also, carefully plan for timely completion and review all campus policies prior to entering. Per campus policy, use the campus-issued email for all correspondence and keep abreast of updates and announcements sent to you or posted on our website.

Educator Preparation Programs (M.Ed. and CAGS)
Given that all educator preparation licensure programs are approved by the Department of Elementary and Secondary Education (DESE) and designed for preparation of public school personnel, all requirements for the MEd or CAGS degree for licensure certification purposes must be completed in Massachusetts. Graduates of AIC's educator preparation programs are therefore employed as teachers, counselors, and leaders in schools and districts in Massachusetts. Some graduates obtain licensure in Massachusetts and, once the license is received, work independently of AIC to obtain a license in another state. Candidates are strongly advised to review (and keep abreast of) the state-specific processes and requirements to achieve a license in the state specific to their practice.

Educator preparation programs for Massachusetts licensure are aligned with the content and performance expectations specific to state regulatory requirements and field-specific standards, including all requirements to achieve a particular type of license at the level of practice sought. As a Sponsoring Organization (SO) for educator preparation in Massachusetts, the SOE is approved to offer post-baccalaureate programs that align to the specific license for school/district practice in the areas and at the levels listed below.

Teacher Initial License Programs

Area	***Level***
Early Childhood*	Pre K-2
Elementary*	1-6
Biology*	8-12
English	5-12
Foreign Language (Spanish)	5-12
General Science*	5-8
History	5-12
Mathematics	5-8 *or* 8-12
Specialist Teacher, Reading	All levels
Moderate Disabilities*	PreK-8 *or* 5-12

School Support Personnel

Area	***Level***
School Social Worker/School Adjustment Counselor	All levels
School Counselor	5-12

School Leadership

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

*AIC undergraduates who meet the eligibility requirements are guaranteed entry into the MEd program immediately upon completion of their BA or BS degree. Those aspiring to teach in childhood or elementary education must complete the Major in Educational Studies to enter the post-baccalaureate degree program. Those aspiring to teach at the middle and secondary level must complete a BA or BS degree in the School of Business, Arts, and Sciences aligned to the content area *and* the Minor in Educational Studies to enter the post-baccalaureate program. (See Undergraduate Catalog for the Educational Studies requirements and 4+1 degree options.)

Professional Licenses for Teachers

In addition to the Initial License, AIC is approved as a Sponsoring Organization (SO) for educator preparation for the Professional License in the programs listed below. These programs are designed for experienced teachers currently practicing who have previously attained the Initial License in the area listed and now seek the Professional License required for continued service as teachers in the Commonwealth of Massachusetts.

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

Licensure Endorsement

AIC does not endorse teachers, counselors, and leaders for licenses beyond the programs and areas noted. Those independently holding and/or seeking licenses beyond the scope of these programs assume full responsibility for any actions pursued. Educators holding emergency, preliminary, or temporary licenses are further advised to be aware of all state-required deadlines and consult with the state directly about these licenses prior to enrolling.

Licensure Compliance, State Regulations, and Program Requirements

Given that public school teachers, leaders, and counselors require a license to be employed, programs for this purpose are approved by the state agency which processes, reviews, and issues the license. All institutions, including AIC, operating educator preparation programs for licensure purposes are obligated to comply with state regulations and align academic program requirements with standards specific to the licensure area, type, and level. SOE is further required by state guidelines to endorse only those graduates who complete all requirements to receive the license.

Because state guidelines governing licensure can shift, program requirements are subject to change. These changes are required to ensure programs remain current and compliant with state regulations. State agencies routinely seek input from stakeholders in the field regarding proposed changes and publicly announce shifts in licensure regulations ahead of time with clear deadlines for when these are to be implemented. As a Sponsoring Organization for educator preparation, AIC timely alerts all enrolled in AIC licensure programs to ensure they stay abreast of state-required guidelines, processes, and procedures for obtaining the license and retaining this once issued. To assist with understanding state regulations, all entering candidates for licensure purposes are encouraged to carefully review DESE's website.

Once officially enrolled in a licensure program, the SOE will periodically send official notices to students via their email address issued by the College and provide adequate orientation for

successful completion. SOE will also notify each candidate should a requirement occur for compliance reasons. It is expected that all students carefully monitor (and use) their campus email for the duration of their program, from entry to completion.

Performance Expectations and Essential Dispositions of Effective Educators
AIC's SOE is committed to preparing exemplary teachers, leaders, and counselors with the currency, capacity, and compassion to effectively meet the needs of learners and respond to the myriad challenges in public schools, districts, and communities statewide. SOE is further committed to equipping all AIC graduates in educator preparation with the knowledge, skills, and orientation to work with and effectively support learners from diverse backgrounds to achieve the highest academic level possible and also be positive agents of change.

AIC's educator preparation programs are therefore designed to hone reflective practice required to effectively self-monitor emotions and work with all learners. As a part of this process, it is expected that candidates for licensure: (a) are open to change and willing to engage in deep reflection, (b) can question assumptions, (c) reject and challenge sociological constructs of oppression, and (d) find new ways to help all learners achieve and succeed both academically and socially, without exception.

Teacher Preparation
All program requirements for teachers align with their Specialty Program Areas (SPA), including but not limited to: Interstate New Teacher Assessment and Support Consortium (INTASC), National Association of State Directors of Teacher Education and Certification (NASDTEC), International Society for Technology in Education (ISTE-T), and Massachusetts' requirements for the specific license and level, including Professional Standards for Teachers (PSTs), Subject Matter Knowledge (SMKs), and Sheltered English Immersion (SEI) requirements.

Teacher preparation programs have varied requirements for degree completion aligned to the specific area and level of license sought. To be endorsed for the license, the candidate must successfully satisfy all requirements for the degree and be cleared by SOE for program completion, including (among other things) all required courses for deep learning, a Pre-Practicum, and documented performance at proficiency levels for the Practicum. Recommendation for licensure endorsement is therefore contingent on successful completion of all coursework, field and clinical experiences. It should be noted that although AIC does not require the passing of all MTELs in the identified licensure area to complete the practicum and receive a degree, it is a requirement for licensure through DESE.

Earning a Second Initial License as Teachers
Teachers who have previously earned an initial license in Massachusetts who wish to earn a second license in another area must meet all requirements for the second license. Those wishing to do so should seek advice from the designated program lead prior to pursuing the license.

4+1 Initial Licensure Option
Eligible AIC graduates with a bachelor's degree who wish to enter licensure programs through the 4+1 option must have a Declaration of Candidacy notice from the Licensure Officer indicating that all pre-requisites for enrollment in the MEd program have been fulfilled to

enter the educator preparation program for licensure purposes. All requirements for the post-baccalaureate degree at the time of degree completion must be fulfilled. AIC graduates satisfying the requirements may enter only the educator preparation program aligned with their undergraduate program of study to complete the MEd. A list of the BA and BS programs aligned to the MEd programs offered by the SOE for licensure purposes is provided below.

Teacher Initial License Programs

Educator Preparation Program	***AIC Issued BA/BS Degrees Eligible for 4+1***
Early Childhood Pre K-2	Educational Studies
Elementary 1-6	Educational Studies
Biology 8-12	Biology + Minor in Educational Studies
General Science 5-8	Interdisciplinary Science + Minor in Educational Studies
Moderate Disabilities PreK-8 or 5-12	Educational Studies *or* Psychology + Minor in Educational Studies

School Support Personnel

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

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

Transfer Credits

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

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

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

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

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

Program Guidelines (MEd & CAGS)

- Each semester is comprised of two eight-week sessions. There is one session held during the summer for specific programs.
- Any registration totaling less than three credits in any semester (fall, spring, or summer) will not be eligible to be covered by financial aid as it will fall below the "part-time" status regulation. Registration of fewer than three credits will also cause any existing

federal student loans to go into repayment status and the student will be responsible for making monthly payments on existing federal loans during this time.

- Practicum credits (and the accumulation of practicum hours) may not be earned in the summer session, except for Candidates enrolled in the School Leadership program or those registered for a clinical psychology practicum.
    - Candidates who need to be registered for the continuation course will be automatically enrolled for two consecutive sessions in the upcoming Fall or Spring semester, totaling 3 credits for the semester. (Summer continuation course registration is optional and not allowed in most programs).

Students who do not complete the Practicum or Field-Base Research (FBR) experience after having been charged for two continuation course **semesters** may be removed from the program or dismissed from the College.

Program Requirements

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

1. Applicants must successfully complete each transition point, benchmark assignments, field, clinical, and practicum experiences with a minimum score of proficient or higher.
2. Candidates are required to maintain a 3.0 GPA. Please see C-PALS section below.
3. Candidates must meet the minimum passing score on all MTELs. All MTELs must be passed prior to applying for practicum. "Conditional" MTELs are not permitted.
4. Minimum score of "3" on all Benchmark Assignments.
5. Minimum Score of "3" on the Writing Sample.
6. A minimum score of "3" on the Portfolio.
7. Completion of Program Survey.

Requirements for Initial License as Principals in the School Leadership Program:

1. Applicants must successfully complete each transition point, including Benchmark Assignments, Pre-Practicum and Practicum experiences with a minimum score of "proficient" or higher.
2. Candidates must maintain a 3.0 GPA. Please see C-PALS section below.
3. Successfully complete field-based research (where applicable).
4. Attendance at ALL culminating workshops.

6. Minimum score of "3" on all Benchmark Assignments.
7. Minimum Score of "3" on the Writing Sample.
8. A minimum score of "3" on the Portfolio.
9. Completion of Program Survey.

Candidate Professional Assessment and Learning System (C-PALS)

Once program matriculation begins in the SOE's graduate programs, degree candidates must attain (and maintain) a 3.0 grade point average (GPA) on all credits earned at AIC. Those who fall below the 3.0 requirement will be placed on academic probation and informed of this status in writing by campus officials. Candidates in educator preparation programs for licensure are

placed on a Candidate Improvement Plan related to performance. If the candidate fails to increase the GPA to a 3.0 or higher by the end of the subsequent term, they will be dismissed from the graduate program. Regardless of the timeframe or term, those in MEd and CAGS programs who fail to meet the transition point requirements noted in the table below are not eligible to continue until all program requirements are met.

Candidates in educator preparation must be prepared to have a positive impact from the first day of school entry. The Candidate Professional Assessment and Learning System (C-PALS) is one of many ways this is accomplished. As such, successful completion of each transition point noted in the table below is required before a candidate will be permitted to move forward.

Program Admission Requirements - Transition Point I	Transition Point 2	Admission to Practicum Transition Point 3	Program Completion and Recommendation for Endorsement Transition Point 4	One-Year Completer Follow-Up Transition Point 5
Cumulative GPA of 3.0 (solid) or 3.0 in last thirty credit hours completed. **A score of 3 or higher on professional essay** **Two letters of recommendation (one must be from the immediate supervisor).** **Overall application score "3" or higher** **Passing scores on Communication and Literacy MTELS** **Minimum Score of "3" on Written Communication Prompt Rubric (AACU).**	GPA of 3.0 on all completed work Completion of all coursework up to Transition Point II with a grade of "B" or higher." Completed application; all materials submitted by deadlines. Professionalism (Disposition) Score of "3" or higher Resolution of all Incompletes Completion of all pre-practicum hours Maintain writing score of 3 on all written assignments Summative Score of 3 or higher Integrated Practicum Experience (IEP) Rubric (for Initial Programs). Summative Score of 3 or higher on Embedded Hours Journal for SLPP Scores on all Benchmark Assignments 3 or higher	Completion and maintenance of all requirements in Transition Point 3 (no exceptions) Passing Scores on ALL MTEL required specialty tests. Completed application submitted by the deadline(s) for respective semesters, which includes ALL MTEL scores Permission from Licensure Officer to enter practicum Summative CAP Evaluation completed by Supervising Practitioner and College Supervisor with a summative rating of Proficient or better on Quality and on Scope and Consistency Summative Score of "3" or higher on Portfolio Writing Score of "3" or higher on reflection assignment	GPA of 3.2 (cumulative) in all coursework. Submission of Academic Portfolio. Summative grade on a portfolio of "3" or higher Advisor Audit for a program of study Submission of Application for Graduation Application for Endorsement and Approval for submittal of endorsement by Program Director. Completion of the Program Exit Survey Summative Score on CAP proficient, with no more than one area cited as needing improvement. (as noted in the MA State Regulations).	One-Year Follow Up survey distributed to program completers in educator preparation programs

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

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

Unless otherwise noted, it is expected that candidates have access to a school setting to complete these assignments. If not affiliated with a school setting, the SOE's Licensure Officer in consultation with academic leaders will assist in locating appropriate placement.

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

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

Field experiences for licensure purposes are state-mandated and cannot be waived. Required hours are listed in the table below along with the required sessions allotted per semester.

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

Degree Only/Non-Licensure Programs
In lieu of the Practicum, students enrolled in degree-only options without licensure complete a Field Based Research (FBR) project. Given that some students enter the SOE in the licensure program and subsequently elect to transfer into the non-licensure option, it is possible to complete Pre-Practicum hours prior to making this shift.

Returning Students
Should a student return to AIC for licensure purposes, all then-existing requirements, including all Pre-Practicum and Practicum hours must be completed. In some cases, courses taken previously might also be required to be retaken in order to ensure currency in the preparation program enrolled. All program requirements are subject to change based on shifts in state regulatory requirements. Timely return is therefore advisable.

Continuation Fee for Practicum and Field-Based Research Project

Each program has a specified allotment of time during which candidates are expected to complete the Practicum or FBR project. Those who do not complete the culminating experience within the time allotted will be automatically registered for the Practicum or FBR *Continuation Course* (1.5 credits per session for a total of 3 credits during a Fall or Spring Semester) and incur the cost for continuation.

Once enrolled in the continuation course, the original Practicum or FBR course previously taken will receive a designation of "CIP" (Course in Progress), applicable to continued enrollment in the program. Once the student has met all requirements and completed the FBR or Practicum, as applicable, a final letter grade will be submitted for the original course, replacing the "CIP" designation. The continuation course completed will also be graded on a pass/fail basis.

Professional Dispositions

All candidates in the SOE's graduate programs are required to demonstrate appropriate professional dispositions expected in the field. For those in educator preparation, this applies to all peers, colleagues, learners, faculty, staff, and campus/community leaders.

Candidate professional dispositions in educator preparation programs are assessed at the end of each course and during field experiences. Scores less than 'acceptable' could result in program dismissal.

Elementary Education (Initial License)

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

The Master of Education Degree in Elementary Education prepares candidates to teach in grades one through six. The program leads to a Massachusetts Initial License. The rationale for the program comes from the increasing need for highly-qualified teachers whose instruction results in a positive impact in classrooms. The goal of the program is to produce teachers who can describe, analyze, evaluate, and create diverse learning that is developmentally-appropriate, is culturally-responsive, and uses research-based best practices. The focus of the Elementary Education Program is to prepare candidates who will give students in grades 1-6 classrooms the enduring skills to meet 21st century and college readiness.

Program Learning Outcomes

At the completion of the program, the candidate in the Elementary Education Program will be able to:

- Describe, evaluate, and articulate an in-depth breadth of knowledge and best practices for elementary school curriculum.
- Demonstrate, design, and implement appropriate instructional adaptations, including assistive technology, to address the learning styles of diverse student populations.
- Analyze school-based data to select, create, implement, and assess objectives and learning outcomes for students using state, national, or local curriculums.
- Demonstrate and show impact of reflective practices in grades 1-6 classrooms.
- Examine, design, and employ a learning environment that is developmentally appropriate, safe, culturally-sensitive (including ELL) and addresses the needs of students with special needs (including children with disabilities).

Program Requirements

Mandatory pre-requisite: pass Communication & Literacy MTEL for admission into the licensure track and review candidate orientation workshop on Canvas. All candidates must have passed either one of the following courses at the graduate or undergraduate level: Child Development, Child Psychology or Developmental Psychology. All MTELs must be passed prior to applying for practicum. All Benchmark Assignments must be passed with a 3 or 4 on a 4-point scale in order to pass the respective course.

Foundation Courses

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

Professional Area Courses

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

Specialty Area Courses

EDU6654	Classroom Assessment

LICENSURE TRACK

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

DEGREE-ONLY, NONLICENSURE TRACK

EDU6622/6623 Field-Based Action Research I/II
EDU6628/6629 Field-Based Research I/II: Elementary Education

Additional Program Notes

*All licensure candidates will either need to take EDU6625 or provide evidence to AIC that they completed recent training in Sheltered English Instruction for English Language Learner students in their school district or have passed the SEI MTEL or hold a valid ESL license.

EDU6625 Sheltered English Immersion (SEI) Endorsement Course

Master of Education degree or CAGS awarded

Total credits: 30-36

Licensure Track: 33 credits
Degree-only, Non-licensure Track: 30 credits
Completion of SEI course accounts for an additional 3 credits

Early Childhood Education (Initial License)

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

The Master of Education degree in Early Childhood Education prepares candidates to teach in grades from Pre-K through Grade 2. The program leads to a Massachusetts Initial License. The rationale of the program is in response to the national call to make an investment in our children at the earliest stages in their lives and reduce the probability that they will engage in delinquent behaviors, high failure rates, poor health, and inability to become successful, contributing citizens. The goals of the program are to provide candidates with an in-depth knowledge of research, best practices, and evidenced-based strategies to prepare them to deliver appropriate instructional practices in early childhood and for children with special needs. The program also focuses on preparing candidates to provide children and families with the tools to become resilient and practice self-regulatory behaviors.

Program Learning Outcomes

At the completion of the program, the candidate in the Early Childhood Program will be able to:

- Articulate and apply theoretical constructs and best practices to understand the characteristics of young children with and without disabilities.
- Identify and explain the rationale and essential need for family and school partnerships to improve education, health, and safety for all children.
- Identify, analyze, select, and apply appropriate assessment methods to determine growth and development of children within the school or home environment.
- Demonstrate, implement, and assess diverse instructional (including technology) content and pedagogy that address children with multiple needs, language barriers, developmental delays, or other learning challengers.
- Demonstrate impact of reflective practices in PK-2 classrooms.

Program Requirements

Mandatory pre-requisite: pass Communication & Literacy MTEL for admission into the licensure track and review candidate orientation workshop on Canvas. All candidates must have passed either one of the following courses at the graduate or undergraduate level: Child Development, Child Psychology or Developmental Psychology. All MTELs must be passed prior to applying for practicum. All Benchmark Assignments must be passed with a 3 or 4 on a 4-point scale in order to pass the respective course.

Foundation Courses

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

Professional Area Courses

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

Specialty Area Courses

EDU6595 Assessment and Curriculum for Early Childhood

LICENSURE TRACK

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

DEGREE-ONLY, NONLICENSURE TRACK

EDU6622/6623 Field-Based Action Research I/II
EDU 6628/6629 Field-Based Research I/II: Early Childhood

Additional Program Notes

*All licensure candidates will either have to take EDU 6625 or provide evidence to AIC that they completed recent training in Sheltered English Instruction for English Language Learner students in their school district or have passed the SEI MTEL or hold a valid ESL license.

EDU6625 Sheltered English Immersion (SEI) Endorsement Course

Master of Education degree or CAGS awarded

Total credits: 30-36

Licensure Track: 33 credits
Degree only, Non-licensure Track: 30 credits
Completion of SEI course accounts for an additional 3 credits

Middle/Secondary Education (Initial License)
Master's Degree (M.Ed.) or Certificate of Advanced Graduate Study (CAGS)

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

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

Program Learning Outcomes

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

- Design and effectively manage project-based inquiry supportive of enhanced critical thinking aligned with subject matter content knowledge;
- Apply research-based practices supportive of enhanced curricular and instructional performance specific to teaching and learning in middle and secondary schools;
- Implement reflective practice and design classroom assessments for evidence-based decisions and continuous improvement supportive of all learners;
- Analyze, evaluate, and modify classroom practices aligned with best practice;
- Equitably address the needs of all learners and myriad social factors influencing learner success and social-emotional growth while establishing practices reflective of high expectations, safe classrooms, and cultural proficiency;
- Create and effectively implement authentic, meaningful partnerships with families, community members, and organizations that promote the learning and socio-emotional growth of all students.

Program Requirements

Mandatory pre-requisite:
Successful completion of the Communication & Literacy MTEL and content area MTEL (English, Math, History, Chemistry, Biology, General Science, Foreign Language Spanish) for admission into the SOE and licensure track.
Candidates must actively engage in a learning community led by methods instructors in the program noted supportive of enhanced content knowledge. Orientation and all Benchmark Assignments must be completed at the level of proficiency expected for sustained performance and learner engagement in all courses aligned with preparation requirements.

Foundation Courses

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

Professional Area Courses

PSY5350	Adolescent Psychology
EDU6610	Behavior Management

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

Specialty Area Course

EDU6654 Classroom Assessment

Middle and Secondary Methods Courses

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

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

LICENSURE TRACK

EDU6624 Candidate Assessment of Performance (CAP) Seminar

Choose one as appropriate:

EDU6859/6860 Practicum in Education I/II: Secondary School
EDU6869/6870 Practicum in Education I/II: Middle School

DEGREE-ONLY, NONLICENSURE TRACK

EDU6622/6623 Field-Based Action Research I/II
EDU6669/6670 Field Based Research I/II: Middle/Secondary Education

***Sheltered English Immersion Endorsement Requirement**

All licensure candidates must take the course EDU6625: Sheltered English Immersion or provide evidence to AIC that they completed recent training in Sheltered English Instruction for English Language Learner student in their school district or have passed the SEI MTEL or hold a valid ESL license.

EDU6625 Sheltered English Immersion (SEI) Endorsement Course

Master of Education degree or CAGS awarded

Total credits: 30-36

Licensure Track – 33 credits
Degree-only, Non-licensure Track: 30 credits
Completion of SEI course accounts for an additional 3 credits

Moderate Disabilities (Initial License)
Master's Degree (M.Ed.) or Certificate of Advanced Graduate Study (CAGS)

The Master of Education Degree in Moderate Disabilities Program is designed for candidates who possess a bachelors' degree who wish to obtain an Initial Teaching License in grades PK-8 or grades 5-12. The purpose of the program is to address the shortage of special education teachers who can provide challenging yet developmentally-appropriate instructional/curriculum, which enable children with moderate disabilities to become as independent and self-sufficient as they can become.

Program Learning Outcomes

At the completion of the Moderate Disabilities Program (Initial License) the candidate should be able to:

- Articulate, discuss, and show an understanding of the developmental milestones and learning challenges of students with moderate disabilities and its impact on student learning and self-efficacy.
- Identify, examine, deduce, and create learning environments that are safe, culturally-responsive and competent, and inclusive, so that students with moderate disabilities are able to develop self-awareness, self-determination, and establish positive social skills.
- Identify, plan, make use of, and justify the use of the general and specialized curriculum for students with moderate disabilities.
- Identify, use, and interpret multiple sources of assessment data for making appropriate educational decisions for students with moderate disabilities.
- Compare, contrast, decide, select and adapt instructional strategies that are undergirded by best practices (including assistive technology) and are used to improve and strengthen student learning outcomes.

Program Requirements

Mandatory pre-requisite: pass Communication & Literacy MTEL for admission into the licensure track and attend orientation workshop. All MTELs must be passed prior to applying for practicum. All Benchmark Assignments must be passed with a 3 or 4 on a 4-point scale in order to pass the respective course.

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

- Child Development
- Child Psychology
- Developmental Psychology

Pre-K-8 Track

Foundation Courses

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

Professional Area Courses

EDU5530	Teaching of Mathematics (25 hours fieldwork)
EDU6610	Behavior Management

For those who have <u>not</u> passed FOR (Reading) MTEL:

EDU5520	Teaching Reading and Language Arts (25 hours fieldwork)
EDU5540	Multisensory Teaching of Language Skills

For those who <u>have</u> passed FOR (Reading) MTEL and provided proof to advisor:

EDU6664	Literacy in the Content Areas for Middle & Secondary Schools (25 hours fieldwork)
EDU6654	Classroom Assessment

Specialty Area Courses

EDU6600	Assessment, Methods and Materials for Teaching Special Education

LICENSURE TRACK

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

DEGREE-ONLY, NON-LICENSURE TRACK

EDU6622/6623	Field Based Action Research I/II
EDU6639/6640	Field Based Research I/II

***Sheltered English Immersion Endorsement Requirement:**
All licensure candidates must take the course EDU6625: Sheltered English Immersion or meet one of the following criteria (candidates must provide evidence of state issued SEI Endorsement to AIC confirming that one of these criteria have been met):

- Completed recent training in Sheltered English Immersion Teacher Endorsement through their school district
- Passed the SEI MTEL (56)
- Hold a valid ESL license

Master of Education degree or CAGS awarded

Total credits: 30-36

Licensure Track: 33 credits
Degree-only, Non-licensure Track: 30 credits
Completion of SEI course accounts for an additional 3 credits

5-12 Track:

Foundation Courses

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

Professional Area Courses

EDU6672	Middle and Secondary School Methods in Mathematics (25 hours fieldwork)
EDU6610	Behavior Management

For those who have not passed FOR (Reading) MTEL:

EDU5520	Teaching Reading and Language Arts (25 hours fieldwork)
EDU5540	Multisensory Teaching of Language Skills

For those who have passed FOR (Reading) MTEL and provided proof to advisor:

EDU6664	Literacy in the Content Areas for Middle & Secondary Schools (25 hours fieldwork)
EDU6654	Classroom Assessment

Specialty Area Courses

EDU6600	Assessment, Methods and Materials for Teaching Special Education

LICENSURE TRACK

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

DEGREE-ONLY, NON-LICENSURE TRACK

EDU6622/6623	Field-Based Action Research I/II
EDU6639/6640	Field Based Research I/II

***Sheltered English Immersion Endorsement Requirement:**
All licensure candidates must take the course EDU6625: Sheltered English Immersion or meet one of the following criteria (candidates must provide evidence of state issued SEI Endorsement to AIC confirming that one of these criteria have been met):

- Completed recent training in Sheltered English Immersion Teacher Endorsement through their school district
- Passed the SEI MTEL (56)
- Hold a valid ESL license

Master of Education degree or CAGS awarded
Total credits: 30-36
Licensure Track: 33 credits
Degree-only, Non-licensure Track: 30 credits
Completion of SEI course accounts for an additional 3 credits

Reading Specialist (Initial License)

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

The core of the reading program educates candidates to use scientifically based research strategies while in the roles of reading teacher and diagnostician, writing instructor, and literacy leader/coach. Candidates apply theory in their courses as they complete projects designed to help them to synthesize literacy skills related to teaching, assessing, collecting, and analyzing data, while designing programs to meet individual and group needs.

Universal Design is used as a tool for teaching literacy program development. Key assessments and instructional approaches to meet the needs of ELL students and other diverse learners are threaded throughout each course. Twenty-first-century skills are woven into the program through internet inquiry-based projects and use of key diverse media and technological tools.

The program is composed of three major elements: (1) the theoretical perspective that explores the process of reading as it relates to the other language components of listening, speaking, and writing in regular education; (2) the diagnostic component that gains insight into a child's reading process through in-depth training in literacy assessments and analysis; and (3) an application component, in which research and assessment data are related to practice.

Reading-strategy instruction will be applied and refined in direct contact with children and adolescents. A variety of print, technology, and other media will be incorporated into the format of each course. All candidates (even veteran teachers) must successfully pass the Communication and Literacy portions of the MTEL and the Reading Specialist MTEL before completing a 150-hour practicum in a school, under the supervision of a college supervisor and supervising practitioner. Successful completion of the licensure program will entitle candidates to be endorsed for Initial licensure as a reading specialist for all levels in Massachusetts. There is a non-licensure opportunity for those not seeking the license. Candidates completing the non-licensure option are not required to complete the MTELs.

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

Program Learning Outcomes

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

- Possess a firm knowledge of the broad foundations of literacy, including the sociolinguistic fundamentals of reading and writing processes and instruction, research, and methodology.
- Be able to utilize a wide range of instructional practices and curriculum materials to support reading and writing instruction, including

technology-based practices and children's literature to meet the needs of diverse students.

- Understand and use diverse diagnostic tools and assessment data to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from differing cultural and linguistic backgrounds. In addition, candidates will be able to communicate results of assessments to students, parents, colleagues, and the broader community.
- Create a literate environment that fosters a love of reading and writing by appealing to students' interests, abilities, backgrounds and identities. Candidates will honor and respect the language and literacy practices that a student brings from his or her home and community, establishing effective home-school connections with a range of fiction and nonfiction literature, technology-based information, and non-print materials, representing multiple reading levels.
- Become leaders in professional development, by establishing ongoing trajectories of inquiry and reflection. As lifelong learners and literacy leaders, our candidates may make lasting connections to their communities, and create emancipatory opportunities for colleagues, students and their families, through the practices of critical literacy.

Requirements:
All MTELs must be passed before applying for practicum. All Benchmark Assignments must be passed with a 3 or 4 on a 4-point scale to pass the respective course.

Course Requirements

EDU 5703	Advanced Developmental Reading
EDU 5715	Speech and Language Development
EDU 5725	Specialized Practices in Reading
EDU 5815	Advanced Analysis of Reading and Language Arts
EDU 5850	Effective Literacy Coaching Strategies to Improve Student Achievement
EDU 6244	The Organization, Administration, and Supervision of Reading Program
EDU 6345	Teaching Language Arts and the Writing Process

Required Field Orientation

EDU 6547	Children's and Adolescent Literature

LICENSURE TRACK

EDU6848/6849	Practicum in Education I/II: Reading

DEGREE-ONLY, NON-LICENSURE TRACK

EDU6649/6650	Field-Based Research I/II

Master of Education degree or CAGS awarded
Total Credits: 30

*Licensure candidates will have to either take EDU 6625 or provide evidence to AIC that they completed recent training in Sheltered English Instruction for English Language Learner students in their school district or illustrate that they have passed the SEI MTEL or hold a valid ESL license.

School Leadership (Initial License)

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

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

Program Learning Outcomes

- The candidate will be able to defend the needed characteristics that will promote the learning and growth of all students and the success of all staff.
- The candidate will appraise best practices and current research to cultivate a shared vision that has a positive impact on teaching, learning, and student learning outcomes.
- The candidate will analyze data, justify effective leadership strategies and construct action plans that are appropriate to facilitate the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment.
- The candidate will be able to analyze school programs, appraise needs and select needed resources to implement appropriate curricula, staffing, and scheduling.
- The candidate will be able to identify characteristics and best practices that are needed to create and maintain successful and sustained partnerships with families, community organizations, and education stakeholders that support the mission of the school, district and having a positive outcome on PK-12 learning.
- The candidate will be able to formulate, produce and assess school and district level programs to facilitate and sustain success for all students by creating a nurturing and positive school culture of reflective practice, high expectations, and continuous learning for staff.

Requirements

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

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

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

Administrator of Special Education:

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

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

Principal/Assistant Principal Track

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

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

LICENSURE TRACK

EDU6801-6804	The Practicum Experience: Principal, SPED Administrator

Additional Program Notes

Candidates seeking licensure as Principal/Assistant Principal must, in addition to successfully completing the program, successfully complete the Massachusetts Performance Assessment for Leaders (MA-PAL) to be eligible for licensure by the State. The MA-PAL is an external state exam run by the state department.

DEGREE-ONLY, NON-LICENSURE TRACK

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

Master of Education degree or CAGS awarded

Total Credits: 45

Licensure Track: 42 credits
Degree-only, Non-licensure track: 38 credits
Completion of SEI Course accounts for an additional 3 credits

Administrator of Special Education Track

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

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

LICENSURE TRACK

EDU6801-6804	The Practicum Experience: Principal, SPED Administrator

DEGREE-ONLY, NON-LICENSURE TRACK

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

Master of Education degree or CAGS awarded

Total Credits: 40-47

Licensure Track: 44 credits
Degree-Only, Non-licensure Track: 40 credits
Completion of SEI Course accounts for an additional 3 credit**s**

Professional Licensure Endorsement and Degree Programs

Early Childhood Education, Elementary Education and Moderate Disabilities (PK-8) (Professional License)

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

This 30-credit graduate program is designed for educators with an Initial teaching license in Early Childhood, Elementary Education, or Moderate Disabilities (PreK-8) who are seeking Professional Licensure in the same field and at the same level.

Teachers on the Middle/Secondary Level and Moderate Disabilities (5-12), according to current MA Department of Elementary and Secondary Education regulations, will qualify for professional licensure by earning a master's degree with 12 graduate credits in their field of knowledge (e.g., biology), and three years of successful teaching under their Initial license. Such teachers may enroll into the AIC professional program, and transfer graduate credits in their field in lieu of course/credits in Advanced Reading and STEM Education.

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

Program Learning Outcomes

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

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

Early Childhood Education/Elementary Education

EDU5703	Advanced Developmental Reading
EDU6345	Teaching Language Arts and the Writing Process
EDU5780	Creating Supportive Classrooms
EDU5815	Advanced Analysis of Reading and Language Arts
EDU5913	STEM Education in the 21st Century
EDU6460	Applications of Technology in the Classroom
EDU6486	Diagnostic Teaching
EDU6850	Issues in Urban Education
EDU6609	Professional Seminar I
EDU6619	Professional Seminar II

Moderate Disabilities PK-8

EDU5703 Advanced Developmental Reading
EDU5715 Speech and Language Development
PSY5350 Adolescent Psychology
EDU5815 Advanced Analysis of Reading and Language Arts
EDU5913 STEM Education in the 21st Century
EDU6460 Applications of Technology in the Classroom
EDU6486 Diagnostic Teaching
EDU6850 Issues in Urban Education
EDU6609 Professional Seminar I
EDU6619 Professional Seminar II

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

Master of Education degree or CAGS awarded. (Candidates must identify the degree to which they are applying)

Total credits: 30

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

The program in School Counseling is designed to prepare candidates for MA state licensure as a School Counselor, grades 5-12. Emphasis is on the development of effective counseling, assessment skills, consultation, transition planning, and collaboration skills. Candidates are prepared to sensitively serve the needs of a culturally diverse group of children in the public-school setting. Also, the individual will be trained to keep abreast of current research to apply appropriate, up-to-date, and empirically valid research findings to effective educational, counseling, and treatment practices.

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

Program Learning Outcomes

School Counseling Candidates will:

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

Foundation Courses

PSY5215*	Counseling Theory and Practice
PSY5230*	Principles and Practice of Guidance
PSY5240*	Theoretical Basis for School Counseling Practice
PSY5415	Psychology of Development
PSY6230	Psychology of the Exceptional Child
PSY6505	Issues and Ethics in Psychology
PSY6330	Theories of Learning Disabilities
PSY5315	Group Counseling

PSY6605 Therapeutic Techniques and Consultation
PSY5205 Applied Research Methodology

Master of Arts in Educational Psychology awarded after 30 credits.

Specialty Area Courses

PSY5345 Advanced Abnormal Psychology
PSY6515 Psychopharmacology and Substance Abuse
PSY6850* Diagnostic Psychoeducational Assessment
PSY6689/90 Advanced Practicum with Seminar I/II

Professional Area Courses

PSY6845* Advanced Counseling Theory and Practice
PSY6855 Group Testing
PSY5305* Occupational Information
PSY6819/21 Clinical Experience in School Counseling I/II

Certificate of Advanced Graduate Studies awarded after 30 additional credits.

*Fieldwork required
**Candidates are eligible for endorsement for Initial licensure in School Counseling to the MA Department of Elementary and Secondary Education upon completion of all coursework through PSY6689/90, Advanced Practicum with Seminar. The candidate is then eligible for employment as a school counselor. Candidates must apply directly to the MA Department of Elementary and Secondary Education for their license. The Initial license expires at the end of five (5) years.

Total Credits: 60

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

The Master of Arts in Educational Psychology (MAEP) degree is awarded after 30 credits. With completion of the coursework, the program portfolio, and the Advanced Practicum with Seminar II, the candidate is eligible for an Initial license. With the Initial license, the individual is employable as a School Adjustment Counselor and has five years to finish the CAGS which is necessary for the Professional license. In addition to the CAGS, the candidate must work for three years as a School Adjustment Counselor in order to be eligible for the Professional license under the MA Department of Elementary and Secondary Education.

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

Program Learning Outcomes

School Adjustment Counseling Candidates will:

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

Foundation Courses

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

PSY5415 Psychology of Development
PSY6230 Psychology of the Exceptional Child
PSY6505 Issues and Ethics in Psychology
PSY6330 Theories of Learning Disabilities
PSY5315 Group Counseling
PSY6605 Therapeutic Techniques and Consultation
PSY5205 Applied Research Methodology

Master of Arts in Educational Psychology awarded after 30 credits.

Specialty Area Courses

PSY5345 Advanced Abnormal Psychology
PSY6515 Psychopharmacology and Substance Abuse
PSY6850* Diagnostic Psychoeducational Assessment
PSY6678/79 Advanced Practicum with Seminar I/II

Professional Area Courses

PSY6845* Advanced Counseling Theory and Practice
PSY5241 The Juvenile Justice System
CRJ5660 Substance Abuse Issues in Criminal Justice
PSY6829/31 Clinical Experience in School Adjustment Counseling I/II

Certificate of Advanced Graduate Studies awarded after 30 additional credits.

*Fieldwork required

**Candidates are eligible for endorsement by American International College for Initial licensure in School Adjustment Counseling to the MA Department of Elementary and Secondary Education upon completion of all coursework. The candidate is then eligible for employment as a School Adjustment Counselor. Candidates must apply directly to MA Department of Elementary and Secondary Education for their Initial license. The Initial license expires at the end of five (5) years.

Total Credits: 60

Graduate Education Doctoral Programs

(60 credits, not offered for licensure certification purposes)

The SOE offers the Doctor of Education (EdD) in the following areas: (1) Teaching and Learning; and (2) Educational Leadership. Students in both tracks advance their scholarly knowledge and refine skills as scholar-practitioners while cultivating a culture of care responsive to the needs of urban communities. Courses are taught online, with a modest residency requirement for interaction with peers and faculty.

Educational Leadership & Supervision (EdD)

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

Learning Outcomes

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

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

Program Requirements

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

Core Courses (18 credits)

EDU7751	Ethics in Educational Practice
EDU7752	Inclusive Leadership
EDU7753	Adult Development and Transformation
EDU7750	Individual and Institutional Change
EDU7760	Reflective Practice, Mentoring, and Professional Self-Renewal
EDU7762	Social and Cultural Influences

Area Concentration Courses (15 credits)

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

Research Foundation (12 credits)

EDU9980 Educational Research Methods
EDU9951 Qualitative Research -Theory and Implementation
EDU9952 Quantitative Research for Educators
EDU9982 Individual Research Design

Dissertation Completion (15 credits)

EDU9529 Dissertation I
EDU9549 Dissertation Research I
EDU9539 Dissertation II
EDU9519 Dissertation Research II
EDU9549 Dissertation III

Teaching and Learning (EdD)

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

Learning Outcomes

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

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

Program Requirements

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

Core Courses (18 credits)

EDU7751 Ethics in Educational Practice
EDU7752 Inclusive Leadership
EDU7753 Adult Development and Transformation
EDU7750 Individual and Institutional Change
EDU7760 Reflective Practice, Mentoring, and Professional Self-Renewal
EDU7762 Social and Cultural Influences

Area Concentration Courses (15 credits)

EDU8850 Teaching in a Diverse Society
EDU8851 Interaction of Classroom Management and Instruction
EDU8852 Educational Implications of Learning and Developmental Theories
EDU8853 Thinking about Teaching
EDU8860 Advanced Curriculum Practices and Models

Research Foundation (12 credits)

EDU9980 Educational Research Methods
EDU9951 Qualitative Research -Theory and Implementation
EDU9952 Quantitative Research for Educators
EDU9982 Individual Research Design

Dissertation Completion (15 credits)

EDU9529	Dissertation I
EDU9549	Dissertation Research I
EDU9539	Dissertation II
EDU9519	Dissertation Research II
EDU9549	Dissertation III

Course Descriptions

Accounting

ACC5300: Managerial Accounting (3)
This course studies accounting as it pertains to the needs of management; principally planning, controlling and decision making. Topics covered include: financial statement analysis, funds flow, cost terms, concepts, classifications and behavior patterns, cost-volume-profit relationships, job order, process and standard costing, flexible budgets, profit planning, non-routine decision-making, pricing and capital budgeting. PREREQUISITE: None

Criminal Justice

CRJ5240: The Juvenile Justice System (3)
An in-depth look at the juvenile justice system from its historical origins to current practices. Special emphasis is placed on juvenile justice terminology, landmark legal cases and procedures used with juveniles and their families. PREREQUISITE: Seniors may take with permission.

CRJ5310: Interpersonal Violence (3)
An examination of domestic violence and its interaction with the criminal justice system. Areas of focus include causative factors, legal issues, substance abuse correlations and victim advocate and behavior modification programs. Particular emphasis will be placed on in-depth chronic offender profiles. PREREQUISITE: Seniors may take with permission.

CRJ5410: Ethics in Criminal Justice (3)
This course is designed to explore various ethical dilemmas facing the criminal justice professional. The content will focus on applying various theories of moral decision making, including moral rationalism, utilitarianism and Kant's categorical imperative to hypothetical situations confronting the criminal justice practitioner. PREREQUISITE: Seniors may take with permission.

CRJ5420: Counseling Skills for Criminal Justice Professionals (3)
The purpose of this course is to provide the student with an understanding of counseling theory and specific skills as they relate to criminal justice professionals. The focus will be on the use of these skills with offenders who have been referred to agencies as an alternative to incarceration. Emphasis will be placed on rapport development, listening skills and communication skills. Consideration will be given to problem-solving strategies, decision making and stress management. Some attention will be given to a review of vocational tests and interest inventories with emphasis on proper interpretation and use of results. PREREQUISITE: Seniors may take with permission.

CRJ5510: Legal Aspects of the Criminal Justice System (3)
The course is designed to give an overview of legal principles which provide a framework for the criminal justice system. An analysis of cases and statutes, pertinent to areas under consideration is emphasized together with instruction in fundamental aspects of legal research. Areas covered

include investigation, initial appearance, arraignment, preliminary examination, trial, guilty pleas or conviction, sentence and release. PREREQUISITE: Seniors may take with permission.

CRJ5610: Psychological Aspects of the Criminal Justice System (3)
This course looks at the behavior of people in the system and seeks to help students better understand their own values and behaviors. Coverage will include the behaviors of professionals in the courts, corrections, law enforcement, probation and parole. An important segment of the course will deal with causes of criminal behavior especially as to the causes of child abuse, domestic violence and rape. PREREQUISITE: Seniors may take with permission.

CRJ5660: Substance Abuse Issues in Criminal Justice (3)
This course examines the impact of drugs and alcohol use/abuse on individual, society and the criminal justice system. The course will focus on various categories of abusable substances, their physical and psychological effects and the continuum of treatment modalities used in combating chemical dependency. Since drug and alcohol use account for the single largest category of criminal arrests and convictions in the United States, specific focus will be on the criminal justice's responses to drug/alcohol related crimes, law enforcement, innovative treatment approaches and drug testing technologies. PREREQUISITE: Seniors may take with permission

Economics

ECO5210: Managerial Economics (3)
This course reviews major topics in microeconomics in combination with recent mathematical developments examined as aids to the decision maker in the solution of problems faced by both public and private enterprise. It introduces the student to an analysis of demand, supply cost, prices and market structure from the point of view of the firm and the industry operating in a mixed enterprise system. The principles of intelligent economic planning involving the determination of the most economical combination of productive inputs and outputs are examined in detail. PREREQUISITE: None

Education

EDU5400: The Reflective Practitioner (3)
This course requires candidates for an Initial license to examine and reflect upon the dispositions, knowledge, and skills of the 21st Century educator. The course features a review of historical and contemporary education including philosophies of educational thought and their impact on current educational practices. It also includes a review of the diversity of student populations (English Language Learners, special needs, social and economic status, gifted and talented, etc.), including strategies/techniques, programs, and student support services which focus on closing the academic achievement gap. Candidates will be introduced to the Massachusetts Professional Standards for Teachers, Massachusetts Curriculum Frameworks incorporating the Common Core, various Federal initiatives, and 21st Century Skills. Teacher candidates will develop an integrated instructional lesson plan based on the above criteria. PREREQUISITE: Enrollment in graduate education program.

EDU5410: Introduction to Special Education (3)
This course investigates the developmental factors and influences that impact child growth and learning for the special needs child. Identification processes of children who have special needs and the pedagogical study of clinical interventions and cognitive aids are explored to aid special education children. State regulations (Chapter 766) and Federal requirements (IDEA) will be covered in depth, as well as the creation of documentation of the Individual Education Plan (IEP). PREREQUISITE: Enrollment in graduate education program. *Pre-Practicum hours required*.

EDU5460: Theory & Practice in Early Childhood and Elementary Education (3)
This course focuses on the underlying theories, principles and philosophies in the field of early childhood and elementary education and helps candidates understand the process and reasoning behind practices in the field. This course explores theories of child learning in school/classroom, family and community contexts. Special attention is paid to how features of these contexts mediate positive social-emotional, linguistic, and cognitive/academic student learning outcomes. PREREQUISITE: Enrollment in graduate education program.

EDU5520: Teaching Reading and Language Arts: Early Childhood, Elementary, Moderate Disabilities (3)
This course examines the foundational constructs necessary for deeper understanding of literacy, as defined in the Massachusetts Curriculum Frameworks, incorporating the Common Core State Standards (CCSS), the ELA Frameworks as listening, speaking, reading, writing, and thinking. The course provides a comprehensive overview of phonology, phonemic awareness, phonics, syllabication/advanced decoding, and fluency. Included is an exploration of the historical perspectives and theoretical orientations that impact curriculum, instruction and assessment in early literacy formation. Opportunities are made to acknowledge tensions, gaps, and future directions in research. Respecting diverse student populations, this course focuses on practical multi-sensory application of skills and strategies for instructional support and intervention. *Pre-practicum hours required.* PREREQUISITES: Enrollment in graduate education program, EDU5410.

EDU5530: Teaching Mathematics: Early Childhood, Elementary, Moderate Disabilities (3)
Prospective educators will examine theoretical and developmental models of mathematical instruction in order to plan and implement effective instruction based on the diverse cognitive, language and developmental needs of students. Using technology to access national and local district assessment data, students will analyze and identify areas of need within the mathematics curriculum and engage in instructional decision-making based on those data. Candidates will create mathematics teacher lessons that reference the Massachusetts Mathematics Curriculum Frameworks incorporating the Common Core, and the National Council of Teachers of Mathematics (NCTM) standards. Respecting diverse student populations, this course will address practical multi-sensory applications of skills and strategies for all students including those identified as "high needs". *Pre-practicum hours required.* PREREQUISITES: Enrollment in graduate education program, EDU5410.

EDU5540: Multisensory Teaching of Language Skills (3)
This course examines the basics of a multisensory, structured language curriculum for teaching reading, writing, spelling, comprehension and composition to diverse groups of students including those with reading problems, language disorders, cognitive disabilities, mild and moderate specific learning disabilities and English Language Learners. Candidates will become familiar with the use of identified best practice strategies for use in both specialized classrooms and the general education inclusive settings. PREREQUISITES: Enrollment in graduate education program, EDU6664 or EDU5520. Fieldwork hours required.

EDU5541: Multicultural Communications for Educators (3)
An introduction to basic issues of intercultural communication with emphasis on their applicability to educators. Topics include: Communication and Intercultural Competence, Cultural Differences in Communication, Coding Intercultural Communication and Communicating in Intercultural Relationships. Relationships with students, parents and community stakeholders, as well as implications for learning and teaching expectations as they relate to cultural background will be explored. PREREQUISITE: None

EDU5601: Introduction to School Leadership and Management for the 21st Century (3)
The course is designed to provide the student with an introduction to the perspectives of elementary/middle/secondary school and central office administration and management, as well as historical and current theories and practices in the field. Readings, case studies, on-site visitations, analysis of current legislative reform and situational discourse are part of the course activities. State Curriculum Frameworks will be reviewed in light of Curriculum, Instruction and Assessment in a Learning Community. Coursework will reflect upon the Professional Standards for Administrators which are embedded in the course expectations and will be demonstrated in the pre-practicum/practicum experiences.

EDU5602: Practical Applications in Planning for School Leaders (3)
This course will expand upon the learning and applications that took place in EDC 601, Introduction to School Administration and Management. The candidates will be able to utilize research skills and technology to gather data, analyze data and draw conclusions using the data to understand and solve educational issues. This will be the first phase of the seminar. The students will then apply the knowledge gained in the collection of data from EDC 601 to the work in this course for the development of an Action Plan. The candidates will present their work to a target audience role played by the classmates. PREREQUISITE: EDU5601.

EDU5612: Educational Organizations, Leadership and Institutional Change (4)
The essential question to be answered in this course is: What are the qualities and skills needed to become effective leaders? This course is for prospective administrators. Candidates will gain knowledge that will prepare them for the important role of change agents in a school or district. A critical examination is made of the typical organizational structures found in organizations today, especially in regards to leadership and ways in which the educational leader can facilitate meaningful change. PREREQUISITES: EDU5601, EDU5602

EDU5618: Leadership for Professional Development (4)
This course emphasizes the knowledge, skills, techniques and approaches needed by administrators to promote the growth of staff in ways leading to the establishment or continued development of a professional learning community. Leadership practices and strategies consistent with research on successful professional learning communities will be examined. Staff and student safety and well-being will be reviewed as one major component of a legally and ethically comprehensive professional development program. Laws, regulations, policies, practices and research will be examined with respect to enhancing school, family and community relations, with a particular emphasis on practices leading to greater participation of all constituencies regardless of race, color, gender, religion, national origin, sexual orientation or disability. Field experiences will include the collection and review of data applicable to administrative leadership that is expected to lead to recommendations for modifications of teaching techniques and strategies to improve student achievement. The provision of appropriate programs for more fully addressing the educational experiences of English Language Learners and Special Education students will be reviewed and analyzed. PREREQUISITES: EDU5601, EDU 5602.

EDU5624: Curriculum Design, Development, Implementation and Evaluation (4)
In an era of standards-based instruction, administrators must have a sound working knowledge of the principles of curriculum design, development, and implementation. This course will examine curriculum content, models of design, development and implementation. Administrators must make important decisions regarding the content of curriculum, the selection of appropriate instructional materials, and the modification of teaching strategies to accommodate the needs of ALL learners. Educational Leaders must also be skilled in the ability to disseminate that information to the stakeholders in the educational community.
Students will critically evaluate existing curricula and develop recommendations that respond to contemporary educational needs, new developments in knowledge and information and new trends in teaching and learning. Significant elements of the Practicum experience will be infused throughout the course. PREREQUISITES: EDU5601, EDU5602.

EDU5703: Advanced Developmental Reading (3)
This course provides an overview of literacy development for K-12 students. Current research related to the five components of reading and effective literacy instruction for English Language Learners (ELLs) will be reviewed. Potential impact of poverty on students' readiness for learning to read will be discussed. Issues related to brain-based reading and language development and acquisition will be introduced. An in-depth study of scientifically-based instructional approaches and assessment practices related to phonological awareness, phonics and advanced decoding will be presented and will serve as the foundation for designing differentiated instruction to meet the needs of diverse learners. Students will be required to collect, analyze and interpret data for their case study students using specific literacy assessments appropriate for first and second English language learners. Using the Universal Design Model, students will develop an instructional plan for their case study students. 21st Century internet research approaches will be presented to hone students' understanding of how to implement effective instruction for primary, elementary and adolescent readers. PREREQUISITES: Enrollment in the graduate education program.

EDU5715: Speech and Language Development (3)

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

EDU5725: Specialized Practices in Reading (3)
This course is designed to provide students with knowledge of research-based, comprehensive literacy instructional approaches with a focus on fluency, vocabulary and comprehension. The normal reading process and the causes of reading failure will be reviewed as a framework for instruction. The importance of early identification and intervention will be addressed in particular as this relates to special populations, such as English language learners, adolescent readers, early readers, and special education students. The components of comprehensive and effective reading instruction as outlined by the National Reading Panel (2000) will be the core content of the course. The selection and use of appropriate programs, materials, assessments and technology will be explored in order to employ the principles of Universal Design when planning to meet the needs of diverse learners in today's 21st century classroom. ELA programs will be evaluated. Prerequisite: Enrollment in the Reading Specialist Program.

EDU5815: Advanced Analysis of Reading and Language Arts (3)
Through the study of each element of this course, students will deepen their ability to better use assessment to drive instruction. Through use of informal and formal assessments, students will learn how to effectively collect, analyze and interpret data, as well as plan appropriate programs for diverse populations in grades K-12 such as special needs students, English language learners and struggling readers. RTI, intervention approaches and progress monitoring strategies are studied in light of scientifically based reading research on effective literacy instructional practices for struggling readers. Training will include methods to evaluate and select the best literacy assessments to diagnose specific reading difficulties and ways to use technology to aid in data collection and analysis. While working on case studies, students will learn how to develop a hypothesis, develop assessment and progress monitoring plans and analyze data to best design instruction. Using Universal Design, students will create an instructional plan which includes a method to determine their students' responses to intervention. PREREQUISITES: Enrollment in the Reading Specialist program.

EDU5850: Effective Literacy Coaching Strategies to Improve Student Achievement (3)
This course prepares students to assume literacy coaching responsibilities in a school. Research theory related to effective models for coaching teachers, school reform and professional development will be applied throughout the course as students plan literacy professional development modules designed to improve student achievement and teacher capacity to meet the needs of all learners. PREREQUISITE: Enrollment in the Reading Specialist program

EDU5913: STEM Education for the 21st Century (3)
Candidates will analyze and critique current developments in research and theory in Science and Technology/Engineering content and pedagogy, and relate these changes to their population of practice and to broader changes in education. The course will emphasize the *Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas* published by the National Research Council, which is the foundation document guiding the development of the Next Generation Science Standards and the MA Science, Technology Engineering and Mathematics Framework standards. Candidates and/or teams will create presentations of each section of the *Conceptual Framework* and lead the class in panel discussions of the ideas in each section of the text. Candidates will also synthesize current research into 21st century science teaching commissioned by the Board on Science Education of the National Academies. PREREQUISITE: None.

EDU6244: Organization, Administration and Supervision of Reading Programs in Elementary/Secondary Schools (3)
This course prepares students to assume responsibilities for literacy programs in K-12 diverse (urban, suburban, and rural) K-12 school districts. Students will investigate research-based approaches to system-wide development of curriculum, instruction, and assessment in literacy (listening, speaking, reading, writing, and thinking). In addition, students will examine methods and materials employed by literacy leaders to train teachers and administrators in differentiated practices that meet the needs of diverse learner populations (English language learners, special education students, students with a 504 plan, and enrichment students). Training in the design of targeted professional development programs will incorporate the principles of Universal Design and the framework for, 21st Century learning. Students will work in study groups and will be afforded the opportunity to analyze and interpret data sets and work samples. Theory and competency training related to being an effective literacy supervisor, consultant, in-service trainer, coach and mentor will be utilized during case study work throughout the course. Effective methods for supporting school-wide literacy improvement, evaluating literacy programs and assessments and implementing RTI (Response to Intervention) will be presented. Use of technology will be required as part of the students' final project. PREREQUISITES: Enrollment in the Reading Specialist Program.

EDU6330: Theories of Learning Disabilities (3)
This course is designed to familiarize the student with the field of learning disabilities and acquaint graduate students with the various concepts of learning disability and the changing and developing perspectives during the past 20 years. Included will be a review and evaluation of the evidence for the existence of a social learning disability and non-verbal learning disabilities. The evidence for a neurological basis of learning disabilities is explored. Definitions and terms are introduced and discussed. Particular emphasis is placed on the concept that a learning disability

is not a single entity that will respond to a single remedial strategy but exists rather as a multi-dimensional phenomenon basically occurring in the context of school-related tasks. PREREQUISITES: Enrollment in graduate education program, Prior coursework in special education.

EDU6345: Teaching Language Arts and the Writing Process (3)
This course prepares students to plan specific practical strategies for challenging and extending student writing, spelling and grammar usage. Students will be training in utilizing data from writing assessments in order to better plan instruction for diverse learners and for promoting 21st Century critical thinking and research skills when reading and writing. The relationship between reading, language and writing skill development will be studied. Universal Design will be utilized when planning instruction for a case study student. Effective approaches for standards-based writing instruction will be studied. PREREQUISITES: Enrollment in the Reading Specialist program.

EDU6460: Applications of Technology in the Classroom (3)
This online course will help educators incorporate technology within the classroom and among professional educators, family and community. The technology taught in this course is web (cloud) based, which makes it accessible by anyone, anytime, and anywhere with an internet device (computer) and web browser. This course is an applications course. Everything is hands-on using a personal computer. Students will learn how to create an online community and integrate it into their classroom for constant student/teacher interaction. Students will learn a proven framework for instructional planning. Students will learn technological categories of instructional strategies and applications that enhance curriculum and instruction in the classroom. Students are required to have access to a computer that is connected to the internet for this course. PREREQUISITE: Enrollment in graduate education program.

EDU6486: Diagnostic Testing (3)
This course assists candidates in the development of a foundation for creating a personal theory of instruction through knowledge of brain functions, cognitive functions, learning styles and adolescent motivation. Candidates will acquire new skills in the use of formal and informal measures for diagnosing problems, prescribing learning tasks and generating corrective means for solving them. PREREQUISITE: Enrollment in graduate education program.

EDU6511: Literacy for Students Achievement: Reading in the Content (3)
The objective of this course will be to focus on the foundations of content literacy and the literacy design principles as they impact teaching practices and student learning. Participants will familiarize themselves with literacy practices which connect to the Massachusetts Curriculum Frameworks. Participants will explore, analyze and discuss literacy practices through a series of readings and written responses and observe model lessons taught in major content areas. Participants will interact as learners as they work together in a small group format to plan units and lessons. Participants will use literacy practices in connection with the local school district lesson development materials provided to guide and deepen their knowledge of the district curricula and to improve teacher effectiveness and student achievement. PREREQUISITE: None.

EDU6547: Teaching Children's and Adolescent Literature (3)
This course involves a general study of the field of literature for children and adolescents, grades K-12, in addition to promoting students' love of reading. Research theory related to engaging struggling or reluctant readers and increasing accessibility to literature for English language learners will be reviewed and applied while working on projects. Critical criteria for selection of picture books, multi-cultural literature and books from different genre will be studied. Texts will be discussed in terms of genre, literary elements, author's craft, cultural themes and integration into the curriculum. Foundation knowledge from previous courses related to English language learners, struggling readers and writers, comprehension, vocabulary and using assessment data to determine reading level will be applied when discussing all topics. Emphasis will be placed on the integration of pairing expository texts with fiction and embedding instruction in reading comprehension strategies while exploring literature. PREREQUISITES: Enrollment in the Reading Specialist program.

EDU6595: Assessment and Curriculum for Early Childhood (3)
This course examines a full range of effective early childhood programs and curriculum. State curriculum documents, along with a variety of assessments, materials, and teaching strategies are examined for effectiveness in addressing the diverse cognitive, language, and developmental characteristics of young learners. Particular consideration is given to special needs of children with limited English proficiency, cognitive or language deficits, learning disabilities, economic or social disadvantage, etc. A research paper and presentation designed around one exceptionality is required. The administration and interpretation of informal and formal screening and evaluation procedures will be used to assess individual students. Assessment findings are used to plan instruction for young children with and without special needs. PREREQUISITES: Enrollment in graduate education program, prior education coursework in the program, a course in Child Psychology or Child Development.

EDU6597: Building Family, Community and School Relationships for Early Childhood Programs (3)
This course will examine, and analyze the context of family and community partnerships and its impact on early childhood development. Through case studies, course readings and external activities, students will examine the role of the early childhood environment, use of best practices to promote child and family resiliency and resources that assist in preparing children for school.

EDU6598: Social Studies & Science in Early Childhood (3)
This course requires students to use best practices to create, implement and assess children's knowledge, skills, concepts and dispositions in social studies and science. Students will be required to use a variety of sources, books, maps, and the environment to integrate the areas. Adaptation of pedagogy (including the integration technology) for students with special needs, SEI and gifted children will be required.

EDU6600: Assessment, Methods and Materials for Teaching in Special Education (3)
This course involves learning techniques for teaching and assessing students with special needs both in and out of the general education environment. Course content will focus on identified special needs students in need of evaluation. Candidates will become familiar with standardized

assessments, interpretation of evaluation data and acquire an understanding of regulations governing the assessment and evaluation process. Application of evaluative information to the IEP process will addressed as related to determination of special education eligibility per state and federal law. PREREQUISITES: Enrollment in graduate education program, EDU5410. Fieldwork hours required.

EDU6609: Professional Seminar I (3)
The Professional Seminar I is designed in conjunction with Professional Seminar II as a culminating requirement for Professional Teacher Licensure. The development of an individual teaching philosophy emerges from a review of philosophical and theoretical positions. The educator conducts a self-assessment of subject matter knowledge and pedagogical skills based on professional teaching standards. An assessment of student learning and achievement must use current local, district and state assessment data to identify area(s) of student need. This analysis will include sub group populations within the teaching district to include ELL, low economic students among others. An action research topic and professional development plan emerges from these analyses. The educator designs a plan for professional development in the identified areas of need to prepare for the research project. Site visits from the college supervisor will facilitate this process. PREREQUISITES: Initial teaching license, all prior coursework in professional program, and 3.0 GPA.

EDU6610: Behavior Management (3)
Students will engage in a survey of current practices of classroom management for regular and special needs students. Theory, materials and practical applications will be included. Special attention is given to communication, observation, group and class management skills. Candidates will become familiar with classroom management techniques and demonstrate the ability to identify specific target behaviors, develop positively based programming strategies, establish manageable data collection methods and analyze data using empirically based strategies. This course is fully online. PREREQUISITES: Enrollment in graduate education program, EDU5410.

EDU6619: Professional Seminar II (3)
The individual seeking Professional Teacher Licensure or Certificate of Advanced Graduate Study will work as a teacher-researcher in the classroom (school system) with the goal of improving students' subject areas learning and achievement based on specific, data and evidence collected in Professional Seminar I. The educator develops a research topic, creates a hypothesis, selects methods and materials for the intervention procedure and carries out the research plan using a pre-post design. Data collection, control group comparisons, observation and informal measures are used to analyze the results of the intervention. A formal written research paper will be submitted documenting all phases of the research process. PREREQUISITE: Professional Seminar I.

EDU6622/6623: Field Based Action Research (3)
This is a research and statistics based course that leads to the completion of an APA formatted classroom based research project. Action research, unlike traditional research, places action at the center of investigation; its primary goal is to solve a problem that will lead to improvement in individual or organizational practice. Action research prioritizes the "insider" status rather than assuming an outside, "detached" stance. The purpose of the course is to have practitioners in PK-

12 schools be empowered to construct their own knowledge, skills, and dispositions to improve outcomes for their students. The action research project is designed to help the educator and other professionals analyze their own practices and professional development to enhance the quality of their classroom outcomes and their colleagues' learning. PREREQUISITE: Successful passage of all other coursework in program of study. COREQUISITE: Registration for 6 credits of Field Based Research hours (code dependent upon program).
NOTE: EDU 6622/6623 is NOT a practicum, and will not lead to educator licensure.

EDU6624: Candidate Assessment of Performance (CAP) Seminar (3)
The seminar sequence is taken concurrently with the culminating/practicum semester to integrate specific topics and competencies with the Candidate Assessment of Performance (CAP). The Massachusetts Candidate Assessment of Performance (CAP) is designed to assess the overall readiness of teacher candidates. By demonstrating readiness through CAP, the School of Education at American International College, will be able to ensure that teacher candidates enter classrooms prepared to be impactful with students on day one. CAP is the culminating assessment required for program completion in the Commonwealth, thus creating an intentional bridge from training to practice by aligning expectations with the Massachusetts Educator Evaluation Framework. The goals of CAP and the Education Seminar are: 1) To ensure teacher candidates are ready to make impact with students on day one; 2) To measure teacher candidates' practice on key indicators as outlined in the Guidelines for the Professional Standards for Teachers (PSTs); and 3) To support teachers in improving their practice based on targeted feedback and performance evaluations. This seminar is required for all initial licensure programs including Early Childhood, Elementary, Moderate Disabilities, Middle and Secondary Education. PREREQUISITE: All prior coursework in graduate education program.

EDU6625: Sheltered English Immersion (SEI) Endorsement Course for Teachers (3)
This course prepares Massachusetts PreK-12 teachers and administrators to address the social, language and learning needs of English Language Learners (ELL) in order to ensure their meaningful participation in the regular classroom, access to grade-level curriculum and learning, and academic success through sheltered content instruction. Educators will examine the theories, stages and levels of second language acquisition (SLA) along with the social and cultural factors that can facilitate or impede this development. Changing demographic data, equity issues and legislative policies related to ELLs will be reviewed. The principles of Sheltered English Immersion (SEI) will be analyzed and then applied in the participant's current classroom or school setting using a progressive selection of research-based strategies that support students in subject matter learning, language development, and literacy skills focused on oral language, vocabulary, reading and writing. Specified lesson design and assessment and tools (WIDA), lesson plan protocols (SEI) and Massachusetts Curriculum Frameworks with Common Core will complement instructional components throughout the course and guide the capstone lesson presentation. ***With the successful completion of this course, participants will have fulfilled mandatory requirements for all Massachusetts educators and administrators and be eligible to receive Massachusetts SEI endorsement as long as the Practicum for Initial licensure has been completed.*** PREREQUISITE: Must be enrolled in a practicum.

EDU6629: Field-Based Research: Elementary/Early Childhood (6)
Students majoring in one of the above specialty areas may opt for the appropriate field experience which will satisfy the degree requirement for a culminating experience. Candidates will have the opportunity to delve into data collection and analysis, designing program for diverse populations, technology, developing 21st century skills, as examples and/or other principles learned in their coursework to the end of increasing student achievement in the classroom. An action based research project is the central activity for this course. Employed teachers may utilize their own classrooms for this culminating experience [40 clock hours per credit]. Students who complete their degree with this culminating project are not eligible for licensure as a teacher or administrator in Massachusetts nor will they receive the NASDTEC stamp for reciprocity with other states. PREREQUISITES: All prior coursework in program and acceptance of research proposal by the director.

EDU6630: Supervision and Evaluation of Instruction (4)
Professional Standards for Administrative Leadership (PSAL) and best practices utilized in the supervision of educational personnel and programs will be examined in this course. The impact of the Massachusetts Education Reform Act of 1993, the No Child Left Behind Act of 2001, Every Student Succeeds Act (ESSA) and the Massachusetts Department of Elementary and Secondary Education (DESE) standards and indicators for the evaluation of teachers and administrators will be studied as part of institutional reform. Multiple approaches to classroom teacher observation and evaluation are central to the course. Model supervision and evaluation district programs consistent with state guidelines will be reviewed. Attention will also focus on teacher evaluation and feedback to address the achievement gap existing between and among high need student groups in the schools. Educator improvement plans to address the effectiveness of teachers whose performance is less than satisfactory according to state and contractual guidelines will also be discussed. The Massachusetts Department of Elementary and Secondary Education's five step continuous learning process and the Candidate Assessment of Performance (CAP) will also be studied by candidates in preparation MA public school teacher evaluation. PREREQUISITES: EDU5601, EDU5602

EDU6635: School Personnel Administration (4)
This course prepares candidates in the planning, implementation and operation of personnel functions within a school and a school district. Candidates will learn and practice skills in collective bargaining employee/unit contracts and processes, personnel legal processes in Massachusetts and in the school system, personnel systems operations and effectiveness, and the different components of the human resource system. This course specializes in individual and group HR functions in the administration of school personnel in Massachusetts public schools. PREREQUISITES: EDU5601, EDU5602

EDU6639/6640: Field-Based Research: Moderate Disabilities (6)
Students majoring in the above specialty areas may opt for the appropriate field experience which will satisfy the degree requirement for a culminating experience. Candidates will have the opportunity to delve into data collection and analysis, designing program for diverse populations, technology, developing 21st century skills, as examples and/or other principles learned in their coursework to the end of increasing student achievement in the classroom. An action based research project is the central activity for this course. Employed teachers may utilize their own

classrooms for this culminating experience [40 clock hours per credit]. Students who complete their degree with this culminating project are not eligible for licensure as a teacher or administrator in Massachusetts nor will they receive the NASDTEC stamp for reciprocity with other states. PREREQUISITES: All prior coursework in program and acceptance of research proposal by the director

EDU6640: Studying Skillful Teaching (3)
Studying Skillful Teaching focuses on improving student learning and achievement by building capacity in three major areas: 1) teacher's use of a varied and extensive professional knowledge base about teaching, 2) students' and teachers' beliefs about their own ability to learn, 3) schools and school systems' ability to create and sustain professional communities characterized by shared goals, collaborative work and shared accountability. During the course students examine and experiment with: Approaches to a) planning for mastery, b) monitoring learning and adjusting instruction and, c) providing feedback on work in a standards-based environment, ways to frame learning and help students make connections, matches between explanatory devices and questioning patterns and standards and objectives, opportunities to send students clear expectation messages and to help students acquire the strategies and mindsets that characterize effective effort and ways to link and capitalize on the knowledge of skilled individuals to build cultures that sustain learning achievement. PREREQUISITE: None

EDU6645: Teacher Preparation and Portfolio Development (0)
This advanced methods and portfolio course will focus on the participant's deeper understanding of the Professional Standards for Teachers and their ability to demonstrate how this understanding translates into teaching practices used in their classrooms. Participants will increase their knowledge base for sharing best practices by reflecting on exemplars of quality lessons. The project-based assessment of evidence of their comprehensive knowledge and skills will be the creation and development of a Professional Portfolio. This course will guide participants to review, reflect and advance to a higher level of understanding and application in the following areas: using the MA Curriculum Frameworks and the Professional Standards for Teachers for effective planning and assessment of curriculum and methods of instruction, classroom management, the political culture of the teaching profession, professionalism, teaching philosophy, multicultural and equity issues. It is important that a teacher is constantly in touch with his/her philosophy as he/she plans, teaches and assesses. This course will guide participants to further examine their belief systems within their teaching practice. Participants will write and revise a philosophy paper throughout this course that reflects their philosophy and belief system. PREREQUISITE: None

EDU6649: Field-Based Research: Reading (6)
Students majoring in one of the above specialty areas may opt for the appropriate field experience which will satisfy the degree requirement for a culminating experience. Candidates will have the opportunity to delve into data collection and analysis, designing program for diverse populations, technology, developing 21st century skills, as examples and/or other principles learned in their coursework to the end of increasing student achievement in the classroom. An action based research project is the central activity for this course. Employed teachers may utilize their own classrooms for this culminating experience [40 clock hours per credit]. Students who complete their degree with this culminating project are not eligible for

licensure as a teacher or administrator in Massachusetts nor will they receive the NASDTEC stamp for reciprocity with other states. PREREQUISITES: All prior coursework in program, Acceptance of research proposal by the director

EDU6654: Classroom Assessment: (3)
Classroom tests and assessments are an essential part of the instructional process. When properly done, they can effectively evaluate and enhance students' learning and teachers' instruction. When poorly done, they can confuse and alienate students, distort the curriculum, and hinder good instruction. Test scores and grades sometimes affect "high-stakes" decisions about students, prompting intense concern regarding accuracy and fairness. New trends in educational measurement are also causing educators to rethink assessment. Testing and assessment is not only important, but when done correctly, it links the general instructional objectives to specific learning outcomes that can be assessed to show student performance and curriculum vitality for all grade levels. Recognizing the link between good assessment and good instruction, the profession has adopted standards for teacher competence in educational assessment. This course is designed to help teacher candidates meet those professional standards. It is also designed to help teacher candidates understand the many forms of good classroom assessment. PREREQUISITE: Enrollment in graduate education program.

EDU6661: Literacy in the Content Areas for Middle and Secondary Schools (3)
This course is designed to assist students in understanding the language and literacy process as it applies to teaching in the middle and high schools. Particular attention is paid to reading and writing in the content areas and instructional strategies to support students' literacy development. The course will focus on ways in which reading, writing, speaking, and listening are developed and used within the learning of content-specific curriculum including adaptations for culturally diverse and exceptional learners. The course develops connections between knowledge of the literacy process, using language to support learning, and effective instruction incorporating reading and writing. Strategic literacy approaches will be integrated into classroom demonstrations, a content area mini-unit and a case study assessment of content area reading will be developed by the teacher candidate in this course. Using technology, teacher candidates will access national and local assessment data. Candidates will analyze and identify areas of need within the English language and their specific content area to guide instructional decision-making. PREREQUISITE: Enrollment in graduate education program.

EDU6669/6670: Field-Based Research: Secondary/Middle (6)
Students majoring in the specialty areas of English, Mathematics, History, Biology, Chemistry, General Science, or Spanish Foreign Language may opt for the appropriate field experience which will satisfy the degree requirement for a culminating experience. Candidates will have the opportunity to delve into data collection and analysis, designing program for diverse populations, technology, developing 21st century skills, as examples and/or other principles learned in their coursework to the end of increasing student achievement in the classroom. An action based research project is the central activity for this course. Employed teachers may utilize their own classrooms for this culminating experience [40 clock hours per credit]. Students who complete their degree with this culminating project are **not eligible** for licensure as a teacher or administrator in Massachusetts nor will they receive the NASDTEC stamp for reciprocity with

other states. PREREQUISITES: All prior coursework in program and acceptance of research proposal by the director

EDU6671: Middle and Secondary School Methods in English (3)
This course is specifically designed to develop the knowledge, skills, and understanding needed to teach English in the Middle and Secondary classroom by providing teacher candidates in English Language Arts (ELA) education with a comprehensive overview of the most effective approaches to planning, implementing, managing, and assessing successful and effective learning experiences in English education. Emphasis will be placed on exploring the relationship between educational theory, and the development of practical teaching techniques for everyday use in English Language Arts education in the classroom. The major emphasis of the course is the development of an instructional unit in English Language Arts, appropriate to the teacher candidate's level (Middle or High School) and their teaching situation (urban, suburban, or rural) that will include activities and strategies in such areas as cross-curricular, differentiated instruction, cooperative learning, integration, and indirect teaching methods. Microteaching teaching experiences in ELA education will focus on specific components of lesson planning and lesson presentation. PREREQUISITE: Enrollment in graduate education program.

EDU6672: Middle and Secondary School Methods in Math (3)
This graduate level course examines theoretical and developmental models of mathematics instruction in order to prepare candidates to plan and implement effective instruction based on the diverse cognitive, language, and developmental needs of students. Using technology to access national and local district assessment data, students will analyze and identify areas of need within the mathematics curriculum and engage in instructional decision-making based on that data. Candidates will create mathematics teacher lessons that reference the Massachusetts Mathematics Curriculum Frameworks incorporating the Common Core, and the National Council of Teachers of Mathematics (NCTM) standards. Respecting diverse student populations, this course will address practical multi-sensory applications of skills and strategies for all students including those identified as "high needs" by the Dept. of Elementary and Secondary Education. Integrated Practical Field Experiences are required. PREREQUISITE: Enrollment in graduate education program.

EDU6673 Middle and Secondary School Methods in Science (3)
This course offers an analysis and practical look at the most effective methods of planning and teaching Science Education in a Middle and Secondary Classroom The major emphasis of the course is the development of a subject-area instructional unit appropriate to candidate's teaching situation (urban, suburban, or rural) that will include activities and strategies in such areas as cross-curricular, differentiated instruction, cooperative learning, integration and indirect teaching methods. This course also highlights the new vision for K-12 Science Education as described in the National Research Council Framework and Next Generation Science Standards (NGSS). Microteaching instructional experiences in science will mirror NGSS strategies as well as focus on specific components of lesson planning and lesson presentation. PREREQUISITE: Enrollment in graduate education program.

EDU6675: Sheltered English Immersion Strategies for Principal, Supervisor and Director (1)
This course is intended to give the new school leader the skills and knowledge necessary to provide supervision and instruction to faculty who are teaching students who are under the SEI umbrella. Changing demographic data, equity issues and legislative policies related to the English Language Leaner will be reviewed. The principles of Sheltered English Immersion (SEI) will be analyzed and applied in the candidate's school environment. With successful completion of this course, participants will have fulfilled mandatory requirements for the Massachusetts Administrators SEI endorsement. PREREQUISITE: None. (Note: this course is now incorporated in the new EDU6674-02)

EDU6676 Middle and Secondary School Methods in History (3)
This course is specifically designed to develop the knowledge, skills, and understanding needed to teach History in the Middle and Secondary classroom by providing teacher candidates in History education with a comprehensive overview of the most effective approaches to planning, implementing, managing, and assessing successful and effective learning experiences in History education. Emphasis will be placed on exploring the relationship between educational theory, and the development of practical teaching techniques for ever day use in History education in the classroom. The major emphasis of the course is the development of an instructional unit in History, appropriate to the teacher candidate's level (Middle or High School) and their teaching situation (urban, suburban, or rural) that will include activities and strategies in such areas as cross-curricular, differentiated instruction, cooperative learning, integration, and indirect teaching methods. Microteaching teaching experiences in History education will focus on specific components of lesson planning and lesson presentation. PREREQUISITE: Enrollment in graduate education program.

EDU6677 Middle and Secondary School Methods in Foreign Language (3)
This course is specifically designed to develop the knowledge, skills, and understanding needed to teach Spanish in the Middle and Secondary classroom by providing teacher candidates in Spanish education with a comprehensive overview of the most effective approaches to planning, implementing, managing, and assessing successful and effective learning experiences in Spanish education. Discussions will explore key concepts of second language learning theory (linguistic, psycholinguistic, and sociolinguistic) and theoretical approaches to second language learning and acquisition. Cognitive development and cognitive approaches to second language learning will guide the development of practical teaching techniques for everyday use in the Spanish classroom. The major emphasis of the course is the development of a Spanish instructional unit appropriate to the teacher candidate's level (Middle or High School) and their teaching situation (urban, suburban, or rural) that will include activities and strategies in such areas as cross-curricular and differentiated instruction, cooperative learning, integration, and indirect teaching methods. Microteaching teaching experiences in Spanish education will focus on specific components of lesson planning and lesson presentation. PREREQUISITE: Enrollment in graduate education program.

EDU6699: Thesis Preparation (6)
Under the supervision of a program director or program supervisor in the last semester of courses, candidates develop and carry out their research thesis project. The course also includes

the organization and management of the thesis. Successful defense of the thesis is required for passing. PREREQUISITE: Successful completion of all course work, approval of program director.

EDU6745: Legal Issues for School Leaders (3)
Administrative candidates will study and analyze school law from both historical and current perspectives. Constitutional amendments will be studied as they relate to administrative practice. Federal, state and local laws and regulations will be analyzed with respect to their importance and impact on schools and districts. Emphasis placed on Massachusetts State Laws to allow candidates to learn from state court cases pertaining to personnel hiring and terminations, special education litigation, and collective bargaining contract arbitrations. Local policy development and implementation will also be reviewed. Precedent-setting federal and state court cases will be studied including their philosophical underpinnings and their implications for a framework for administrative decision making. Technology will be used to research a variety of case law. PREREQUISITES: EDU5601, EDU5602

EDU6751 Legal Issues for Special Education Administration (3)
Special Education Administration candidates will study and analyze school law from both historical and current perspectives. Constitutional amendments are studied as they relate to administrative practice. Federal, state and local special education laws and regulations are analyzed with respect to their importance and impact on schools and districts. Emphasis placed on Massachusetts State Laws and regulations pertaining to the Individualized Education Plan (IEP) and special education placements and procedures for public education students. Special education litigation, BSEA appeals and collective bargaining contracts are discussed and analyzed within the scope of special education. Local policy development and special education programming and placements will also be reviewed. Federal titles, including Title I, Title VI, and Title IX will be studied including their philosophical underpinnings and their implications for a framework for special education administrative decision-making.

EDU6753 School Personnel in Special Education Administration (3)
This course prepares Administrator of Special Education candidates in the planning, implementation and operation of personnel functions within the field of Special Education within a school and school district. Candidates will learn and practice skills in special education employee/unit contracts and Special Education personnel programming. Teachers, paraprofessionals, contracted staff, as well as outside special education advocate personnel with be reviewed in this course. Special Education processes, personnel legal processes, personnel operations and the different components of the human resource systems in the state of Massachusetts will be examined in this course. Special Education parent advocacy, parent rights and Parent Advisory Councils' roles within special education personnel will be reviewed within the Family and Community Engagement standard of the Professional Standards for School Leadership (PSAL).

EDU6755: Financial and Asset Management for School Leaders (3)
Administrative candidates will study the economics of education with regard to budget and finance at all levels of a school district. The focus will include revenue sources, state and federal

school aid, local district budget preparation, use of technology in the budget process, school building construction and alternative funding sources. The use of school data to support budgets and budget requests is learned and practiced in this course, in accordance with the MA Professional Standards for Administrative Leadership (PSAL). This course is designed for future principal/assistant principal and superintendents/assistant superintendent candidates. It provides administrators with the tools they need to carry out fiscal policy in the public school system. PREREQUISITES: EDU5601, EDU5602

EDU6765: Administration of Special Education (4)
This course is for prospective Administrators of Special Education. The essential question this course answers is: What are the skills and knowledge required to be an effective Director of Special Education? Candidates will gain knowledge of state and federal Special Education legislation, special education programs and services, special education program budget development, and assistive technologies used in special education. Prospective Director of Special Education candidates will analyze and discuss current case reviews from the MA Bureau of Special Education Appeals courts. Candidates will practice and demonstrate essential indicators within the four Professional Standards for Administrative Leadership (PSAL). PREREQUISITES: EDU5601, EDU5602

EDU6801-6804: The Practicum Experience: Principal, SPED Administrator, (2.5 each, for a total of 10)
This field experience is the culminating requirement for candidates seeking licensure as a School Principal/Assistant Principal, or a Director of Special Education. Students engage in a 400-hour activity in the schools, working with a principal or director mentor in the level and role appropriate for their specialization area. College program supervisor provides Field experience supervision during this activity. PREREQUISITES: All prior coursework in program, completion of pre-practicum hours, passage of Communication and Literacy MTELs, approval of candidate's school district, approval of AIC's Office of Field Experience and cumulative grade point average of 3.0

EDU6819: Practicum in Education: Elementary (9)
The practicum requirement for initial licensure in MA for those employed as classroom teachers in the field in which they are seeking licensure. 150-300 full-role hours of teaching under the direction of a college supervisor and a supervising practitioner in a school setting. A program portfolio and additional paperwork to meet state regulations is required. PREREQUISITES: Successful completion of all prior coursework in program, pre-practicum experiences, passage of all MTELs required for the license, a 3.0 cumulative grade point average, approval of candidate's school district and approval of AIC's Office of Field Experience. PSY1401 is required for Moderate Disabilities; Developmental or Child Psychology is required for Early Childhood

EDU6829: Practicum in Education: Early Childhood (9)
The practicum requirement for initial licensure in MA for those employed as classroom teachers in the field in which they are seeking licensure. 150-300 full-role hours of teaching under the direction of a college supervisor and a supervising practitioner in a school setting. A program portfolio and additional paperwork to meet state regulations is required. PREREQUISITES: Successful completion of all prior coursework in program, pre-practicum experiences, passage of

all MTELs required for the license, a 3.0 cumulative grade point average, approval of candidate's school district and approval of AIC's Office of Field Experience. PSY1401 is required for Moderate Disabilities; Developmental or Child Psychology is required for Early Childhood

EDU6839/6840: Practicum in Education: Moderate Disabilities (9)
The practicum requirement for initial licensure in MA for those employed as classroom teachers in the field in which they are seeking licensure. 150-300 full-role hours of teaching under the direction of a college supervisor and a supervising practitioner in a school setting. A program portfolio and additional paperwork to meet state regulations is required. PREREQUISITES: Successful completion of all prior coursework in program, pre-practicum experiences, passage of all MTELs required for the license, a 3.0 cumulative grade point average, approval of candidate's school district and approval of AIC's Office of Field Experience. Evidence of successful completion of a graduate or undergraduate course in one of the following subject areas: (a) child psychology, (b) developmental psychology, *or* (c) child development.

EDU6849: Practicum in Education: Reading (6)
The practicum for initial licensure as a Reading Specialist in MA for those employed in the field involves 150 hours of teaching under the direction of a college supervisor and a supervising practitioner in a school setting. A program portfolio and additional paperwork to meet state regulations is required. PREREQUISITES: Prior initial teaching license, one year experience teaching under that license, successful completion of all prior coursework in program including shadowing a reading specialist, passage of all MTELs required for the license, a 3.0 cumulative grade point average, approval of candidate's school district and approval of AIC's Office of Field Experience.

EDU6850: Issues in Urban Education (3)
This course examines the issues involved in urban education. Various ethnic and minority/majority cultures and populations attending U. S. urban schools today, including low income and ELL are discussed. Students will research and explore social, behavior and academic needs of the urban population through researching readings, articles, short fiction, children's literature, autobiographical selections and historical documents in responses to closing the achievement gap. PREREQUISITE: Enrollment in graduate education program.

EDU6859/6860: Practicum in Education: Secondary School (9)
For candidates seeking teacher licensure, this is the 300-hour practicum-equivalent for classroom teachers employed in the field in which they are seeking licensure. A minimum of 100 hours must be logged in the full-role of teaching. There is an application process. Students will be assigned a college supervisor and a supervising practitioner in a school setting. CAP documentation for the Massachusetts Dept. of Elementary and Secondary Education is required at the conclusion. PREREQUISITES: Passage of required coursework for the license, Integrated Practical Field Experiences are completed, minimum cumulative grade point average of 3.0, and passage of all MTELs required for the license.

EDU6869/6970: Practicum in Education: Middle School (9)
The practicum requirement for initial licensure in MA for those employed as classroom teachers in the field in which they are seeking licensure. 300 full-role hours of teaching under the

direction of a college supervisor and a supervising practitioner in a school setting. CAP documentation for the Massachusetts Dept. of Elementary and Secondary Education is required at the conclusion. PREREQUISITES: Passage of required coursework for the license, Integrated Practical Field Experiences completed, minimum cumulative grade point average of 3.0, and passage of all MTELs required for the license.

EDU6901-6904: The Practicum Experience: Superintendent Track (2.5 each, for a total of 10)
This field experience is the culminating requirement for candidates seeking licensure as a superintendent of schools. Candidates engage in a 400-hour activity in the schools, working with a mentor Superintendent of Schools appropriate for their specialization area. Field experience supervision is provided by a college program supervisor during this activity.
PREREQUISITES: All prior coursework in program, completion of pre-practicum hours, passage of Communication and Literacy MTELs, approval of candidate's school district, approval of AIC's Office of Field Experience and cumulative grade point average of 3.0.

EDU6979: Field-Based Research: School Leadership (6)
School Leadership candidates will have the opportunity to delve into data collection and analysis, designing programs for diverse populations, technology, developing 21st century skills, as examples and/or other principles learned in their coursework all aimed at increasing student achievement in the classroom. An action based research project is the central activity for this course. Candidates who complete their degree with this culminating project **are not eligible for licensure** administrator in Massachusetts **nor** will they receive the NASDTEC stamp for reciprocity with other states. PREREQUISITES: All prior coursework in program, and acceptance of research proposal by the director

EDU6990: Culminating Experience Continuation I (3)
Each program will have a specified allotment of time in which School Leadership candidates will be expected to complete the practicum requirements or FBR field hours and project that are associated with the credit hours. Candidates who do not complete their culminating experience within the allotted semesters and credit hours will be automatically registered for the Practicum or FBR *Continuation Course* (1.5 credits per session for a total of 3 credits during a Fall or Spring Semester.), incurring a cost for three additional graduate credit hours per semester, which will be charged at the appropriate cohort credit rate.

EDU6991: Culminating Experience Continuation II (3)
School Leadership candidates who do not complete their culminating experience within the Culminating Experience Continuation I will be automatically registered for a second Practicum or FBR Continuation course (1.5 credits per session for a total of 3 credits during a Fall or Spring Semester.), incurring a cost for three additional

EDU7702: Advanced Research with Technological Enhancement (3)
This course explores in more detail the research paradigms used in education research with a focus on those most useful in action research. Students will develop hypothetical research protocols for several types of studies. They will also review the technological support for

research and its dissemination, including the use of statistical software, rich media and submitting to on-line journals. PREREQUISITE: None

EDU7703: Contemporary Issues in Education (3)
This course is focused upon the development of a research problem and the completion of a literature search. Current issues in education will provide the context for individual projects that link important questions with professional practice. The course products will be a research question and a literature review, these products will provide the foundation for the rest of the program. PREREQUISITE: None

EDU7710: Action Research Data Collection and Analysis (3)
Students in this coursework with the support of research advisors will develop a research plan for their action project, based on the products of EDU 7703. Students will secure the necessary permissions (including that of an IRB, if applicable), collect the data, and analyze the data according to the plan. PREREQUISITE: None

EDU7711: Action Research Product (3)
With the ongoing support of the research advisor, students will write a formal paper, in the form of a professional journal article, describing the project and reporting the results and conclusions, along with the implications for classroom practice. They will also prepare a presentation for a Professional Development Academy and a separate document in which they focus on the potential impact on the home/school system as the insights and information gained from the project are fed back into the system. PREREQUISITE: None

EDU7750: Individual and Institutional Change (3)
This course focuses on examining the use of reflective practice to improve instruction and leadership techniques and to engender professional dialogue among colleagues. Facilitating one's own critical reflection, as well as encouraging that in others, is a key component of teaching, learning and leading. The course content also explores the concept of self-renewal and resilience as indicators of health and wellness in individuals and educational institutions. PREREQUISITE: None

EDU7751: Ethics in Educational Practice (3)
This course focuses on an examination of the ethical considerations of educational practice in contemporary society. PREREQUISITE: None

EDU7752: Inclusive Leadership (3)
This course focuses on the premise that all educators, regardless of formal title, role or position, need to assume responsibility for leadership in service of improving their institution and its members. Further, all educators must be responsible for developing the leadership capacity of those in their care. The course content addresses various theories of leadership, finding one's own leadership style and thinking about leadership in such populations as teachers, staff, and students. PREREQUISITE: None

EDU7753: Adult Development and Transformation (3)
This course focuses on developing one's understanding of adult development throughout the life span and its implications for educational practice. Regardless of role and formal job description, all educators must interact with adults and an appreciation for the developmental tasks of personal and career cycles is essential. Course content is designed to stimulate thinking about how to promote growth and transformation in one's own life and with others. PREREQUISITE: None

EDU7760: Reflective Practice, Mentoring and Professional Self-Renewal (3)
This course focuses on examining the use of reflective practice to improve instruction and leadership techniques and to engender professional dialogue among colleagues. Facilitating one's own critical reflection, as well as encouraging that in others, is a key component of teaching, learning and leading. The course content also explores the concept of self-renewal and resilience as indicators of health and wellness in individuals and educational institutions. The key role that mentoring can play in initiating novice educators into the profession, supporting individual growth and sustaining the enthusiasm of veteran educators also is addressed. PREREQUISITE: None

EDU7761: Financial Decision Making (3)
This course introduces financial aspects of higher educational institutions with an emphasis on the use of financial information for decision making. Financial decision making is described in a way that is informative and useful so that higher educational leaders can manage effectively the allocation of financial resources. Specific topics will include financial analysis, budget creation and oversight. The emphasis is on using financial data for decision making related to resource allocation, forecasting, capital initiatives, and other future planning. PREREQUISITE: None

EDU7762: Social and Cultural Influences in Education (3)
This course examines the various ways in which social and cultural factors influence education. It will review sociological research findings on such topics as learning and social class, teacher and parental expectations, learning and gender, ethnicity and the relation between learning and family rearing practices. In considering the cultural influences on contemporary education, students will study a variety of multicultural education models, the transmission of culture in a pluralistic society and the role of education in the acculturation and assimilation process. PREREQUISITE: None

EDU7763: Impact of Learning Styles and Teaching (3)
This course will provide students with an understanding of current learning styles research and how this research can influence positive student academic success. The course will also include research about teaching strategies that have proven to successfully accommodate different learning styles for the typical and atypical learner. PREREQUISITE: None

EDU8520: Seminar in Learning Disabilities (3)
A seminar course covering current trends in the research literature. Essentially, "what's happening now" in the field of learning disabilities. Presentations by students on individual topics will be covered in-depth. PREREQUISITE: EDU3321 or EDU5410

EDU8840: Global Education (3)
This course will encompass skill building strategies and exercises in critical thinking, listening and identity based communication. We will explore how to negotiate, facilitate and mediate global education. Our goal is to begin the process of understanding the theory, concepts and skills necessary for developing the cultural mobility among participants required to successfully embrace globally diverse school populations that will yield effective value added relationships and outcomes. PREREQUISITE: None

EDU8841: Educational Technology (3)
This course focuses on current trends and issues in the use of technology in K-12 schools. Among the topics covered are the use of technology as a tool for teaching and learning, making technologically-assisted learning meaningful, creating active learning through the use of technology and the "digital divide" and its implications for schooling. PREREQUISITE: None

EDU8842: Diversity in Learning (3)
This course focuses on developing one's understanding of the knowledge and skills necessary to increase effectiveness in meeting the needs of diverse learners through appropriate instructional, curricular and behavioral strategies. It also aims to assist students in exploring the topics of race/ethnicity, religion, socioeconomic class, and language as they related to teaching to diversity. PREREQUISITE: None

EDU8850: Teaching in a Diverse Society (3)
This course focuses on developing one's understanding of the knowledge and skills necessary to increase effectiveness in meeting the needs of diverse learners through appropriate instructional, curricular and behavioral strategies. It also aims to assist students in exploring the topics of race/ethnicity, religion, socioeconomic class and language as they related to teaching to diversity. PREREQUISITE: None

EDU8851: Interaction of Classroom Management and Instruction (3)
This course focuses on theory and research about developing teacher competencies for motivating and increasing student learning through the advanced understanding of the interaction of classroom management and instructional planning. Topics include the creation of successful learning communities, approaches to discipline and creative problem solving. PREREQUISITE: None

EDU8852: Educational Implication of Learning and Developmental Theories (3)
This course is designed to help students develop an advanced understanding of how learning and developmental theories define the teacher's role as an instructional leader, how students learn, what motivates learners, and how the design and delivery of the curriculum is influenced by these factors. PREREQUISITE: None

EDU8853: Thinking about Teaching (3)
This course allows for re-examination of one's own motivation for entering the profession, what values guide current practice and what inspires that practice. The notion of teaching as both an "art" and a "science" will be explored, along with research on effective teaching. The course also

allows for consideration of what teaching models and philosophies are most meaningful at this point in one's career. PREREQUISITE: None

EDU8860: Advanced Curriculum Practices and Models (3)
This course in curriculum will provide an introduction to the foundational areas that affect the design and development of curriculum. The course will include the history, social forces, philosophy and psychology behind many of the curriculum practices and issues that exist in schools today as well as the nature of the curriculum development process. The focus of this course will be on the process of using knowledge about curriculum and evaluation in an imaginative, creative way and enhancing the student's ability to respond to issues impacting school curriculum in a proactive manner. PREREQUISITE: None

EDU8861: Evaluating Student Performance (3)
This course will explore the complexity of evaluating student performance in a meaningful way. A variety of philosophies, templates, constructs, guidelines, artifacts, research findings and beliefs about collecting and using student performance data to improve instruction will be examined. The course also will explore how school reform efforts have influenced or been influenced by assessment practices. PREREQUISITE: None

EDU8862: Human Resource for Educational Leaders (3)
This course focuses on promoting theoretical and applied understandings of school personnel management in an ever-changing professional educational environment. Emphasis will be placed on understanding effective ways of dealing with labor relations, personnel appraisal, communication, disciplinary procedures, leadership systems and designs, and compensation structuring. Focus will be on examining applicable laws and the roles and responsibilities of school leaders in the area of human resource management in educational settings. PREREQUISITE: None

EDU8863: Positive Organizational Scholarship (3)
Positive Organizational Scholarship (POS) focuses on the organic whole of leadership practices from a perspective of positive thinking. This course will challenge students to engage in the core topics and foundational theories of POS and positive psychology and to investigate their interface. Positive Organizational Scholarship (POS) investigates collective and emergent processes of optimal functioning, at the levels of individual in organization, groups in organizations and organizations as a whole. POS focuses on the generative dynamics in organizing that enable individuals and collective resilience, thriving, creativity compassion and other indicators of human function. POS is not one particular theory; it does draw from the full spectrum of organizational theories. Positive psychology is a movement that challenges the field of psychology. It does not draw from the old model of deficiency but instead encourages research on strengths, on building the best things in leadership practices as well as repairing the worst. PREREQUISITE: None

EDU8864: Directed Study (3)
In these courses, a student pursues, in-depth, an individualized program of reading and/or research with supervision by first and second core faculty. PREREQUISITE: None

EDU8870: Advanced School Finance (3)
The School Finance course is essential for the school administrator. Responsible for the ethical and strategic use of resources, the administrator cannot completely delegate financial responsibility to another office. Thus this course will cover a broad range of topics designed to acquaint the students with the knowledge of: funding formulas, accounting procedures, procurement regulations, taxation principles, fiduciary oversights, audits and general management of state and local funding formulas. Emphasis will be placed on developing skills necessary to manage the financial program of a district and, in turn, a school. PREREQUISITE: None

EDU8871: Advanced Educational Leadership (3)
Leadership describes an individual's ability to influence. This course is a survey of selected research that addresses the development of leadership skills, the academic field of leadership studies, and the roles of leadership in education, including transactional, transformational and post-modern theory. Leadership is examined, not only from the perspective of personal development, but also in the contexts of organizational and systems theories. Moreover, since the literature relating to leadership is varied, with approaches ranging from popular "self-help" to serious academic scholarship, this course provides the opportunity to compare and contrast this wide range of leadership analyses. PREREQUISITE: None

EDU8872: Advanced Instructional Supervision (3)
Methods, theories and research applying to the supervision and evaluation of classroom instruction; includes analysis and application of research in effective teaching practices, formative and summative evaluation, staff development, data collection techniques and alternative feedback methods. This course will focus on the role of the district administrator in the supervisory process from the legal aspects to the coaching of principals. PREREQUISITE: None

EDU8873: School Law (3)
Administrators must know the laws that govern the operation and conduct of their organizations as they face a highly litigious society. This course will study the relevant legal principles that affect the operation, organization and administration of schools. Students will gain knowledge about legal issues that will help them in effectively performing their professional duties within the boundaries of constitutional, statutory and case law. PREREQUISITE: None

EDU8874: Directed Study (3)
In these courses, a student pursues, in-depth, an individualized program of reading and/or research with supervision by first and second core faculty about a topic that is mutually agreed upon between student and Advisor. PREREQUISITE: None

EDU8880: Resiliency Theory in Educational Settings (3)
This course provides advanced exploration of theory and research in human and institutional resiliency with an eye towards how such theory and research can be translated into educational practice. Factors that create risk and promote resiliency in students will be examined, as well as interventions to mitigate situations that put students at risk. PREREQUISITE: None

EDU8881: Teacher as Leader (3)
This course includes studies in the literature and research on encouraging teacher leadership at all levels of practice: classroom, school, district state and national leadership styles, recognizing opportunities for leadership within different forums in their professional lives and collaborating with others to effect meaningful change. PREREQUISITE: None

EDU8882: Collaborative Models of School-Parent Interaction (3)
The course focuses on the creation and maintenance of collaborative models of parent-school interaction that supports student achievement. Particular attention is paid to such issues as building effective partnerships with hard to reach parents, those who traditionally have been marginalized from schools and non-traditional families. It also explores issues such as parent-teacher conferences, parents as volunteers in schools and maintaining parental involvement as students move into secondary schools. PREREQUISITE: None

EDU8883: Brain-Based Ways of Thinking and Learning (3)
This course focuses on an analysis of how the brain integrates, stores and communicates information. It includes a review of research on how the brain functions and the link to effective teaching practices. The application of brain research to teaching strategies, lesson plans and problem-solving activities will be stressed. PREREQUISITE: None

EDU8884: Directed Study (3)
In these courses, a student pursues, in-depth, an individualized program of reading and/or research with supervision by first and second core faculty about a topic that is mutually agreed upon between student and Advisor. PREREQUISITE: None

EDU8890: Leadership and Diversity (3)
This course will examine issues related to equity, diversity and their implications for educational settings. Personal and community biases will be scrutinized regarding: race, gender, socio-economic status, culture, sexual orientation, religion, second language learners and persons with special needs. Through coursework, group work and situational case studies, students will be challenged to examine their attitudes toward these critical issues and to become sensitive and proactively responsive to them. Students will learn of the leadership capacities needed to ensure access and academic and social equity for all members of the extended school community. PREREQUISITE: None

EDU8891: Planning and Organizational Change (3)
This course draws on a number of academic disciplines that provide a theoretical as well as practical basis for understanding change at the community and school level. We will apply planning theory from traditions of sociology, political science and psychology to real organizations in local communities, using theories of practice of community social work and action research. PREREQUISITE: None

EDU8894: Directed Study (3)
In these courses, a student pursues, in-depth, an individualized program of reading and/or research with supervision by first and second core faculty about a topic that is mutually agreed upon between student and Advisor. PREREQUISITE: None

EDU9509: Dissertation Research I (3)
Dissertation research I is the first of a two-block experience involving original doctoral research. In this course, the student will gather data to be reported in chapter four of the dissertation, using the research design developed in individualized research design. PREREQUISITE: Approval of advisor

EDU9519: Dissertation Research II (3)
Dissertation research II is the second of a two-block experience involving original doctoral research. In this course, the student will analyze his/her collected data, including re-engaging with the seminal scholarly literature presented in chapter 2. Data analysis will conform to the methods described in individual Research Design. In addition to analysis, the student will be able to discuss the scholarly and practitioner implications of his/her findings as well as directions for future research. PREREQUISITE: Approval of advisor

EDU9529: Dissertation I: Introduction and Literature Review (3)
Dissertation I is the first in a three-course block of final required dissertation writing. It yields the first two chapters of the dissertation: Introduction and literature Review. Credit is awarded when the student submits the fully edited and approved version of these two chapters to his/her Dissertation Committee. PREREQUISITE: Approval of advisor

EDU9539: Dissertation II (3)
Course Dissertation II is the second of the three-course block of final required dissertation writing. Dissertation research consists of conducting the approved research developed by the individualized research design yields and the Research Methodology chapter of the dissertation (chapter three). Credit is awarded when the student submits the fully edited and approved version of this chapter to his/her Dissertation Committee and receives their approval for the completed data gathered. PREREQUISITE: Approval of advisor

EDU9549: Dissertation III (3)
Dissertation III is the final block of required dissertation writing. It yields the last two chapters of the dissertation (chapters four or five) and completes the document. Credit is awarded when the student successfully presents his/her research findings and recommendations and submits the fully edited and approved dissertation to his/her Dissertation Committee. PREREQUISITE: Approval of advisor

EDU9951: Qualitative Research: Theory and Implementation (3)
This course focuses on the concept of qualitative research. It will aid the student in developing an understanding of what qualitative research are, when to use it and how to develop a well-designed research study using qualitative research methods. The course will go on to help the student code the findings and write a dissertation using the qualitative method of data gathering and analysis. PREREQUISITE: None

EDU9952: Quantitative Research for Educators (3)
This course provides a framework for using quantitative methods in educational research. The course will focus on a wide range of quantitative research methods including experimental,

correlational, and survey research among others. Additionally, students will review the different steps in quantitative research, the determination of different options for types of data collected, and the ability to locate, select and assess an instrument(s) for data collection. Specifying variables, reliability, validity, scales of measurement, scoring of the data, and selection of a statistical program will also be discussed**.** PREREQUISITE: None

EDU9982: Individualized Research Design (3)
This course focuses on developing an appropriate research design for each student's dissertation proposal. It includes articulating the research questions, choosing the design and being able to articulate its appropriateness to the inquiry at hand, discussing the assets and limitations of the design, human subjects and other ethical concerns and proposed methods of data collection and analysis. PREREQUISITE: None

Exercise Science

EXS5010: Research Methods (3)
This course provides students with foundational knowledge of experimental research methods in Health Sciences. Topics to be covered include: types of research, research design, data collection, analysis, validity, reliability, introduction to statistics, and ethics. PREREQUISITE: MS EXS students only

EXS5030: Strength and Conditioning (3)
This course will provide students with foundational knowledge of strength and conditioning concepts which will allow students to develop and implement effective strength and conditioning programs to various athletic populations. This class emphasizes proper exercise techniques, proper application of exercises, and safety techniques. Topics which may be covered include the analysis of athletic movement, exercise physiology, muscle physiology, resistance/strength training, aerobic training, speed and agility, plyometric training and other training methods. PREREQUISITE: MS EXS students only

EXS5050: Neuromuscular and Hormonal Aspects of Exercise (3)
This course is designed to explore the structural and physiological components to the muscular and endocrine systems. In-depth analyses of how these two systems integrate and coordinate with one another with regards to homeostatic balance will be discussed at rest and during exercise. PREREQUSITE: MS EXS students only

EXS5120: Strength and Conditioning Applications and Program Design (3)
This course emphasizes the applied aspects of the concepts introduced in EXS5030. Students will practice instructing and performing movements that are commonly found in training programs for athletes. Students will also continue to further develop their programming skills using an evidence-based approach. PREREQUISITE: EXS5030.

EXS5240: Sports Nutrition (3)
The course explores the nutritional parameters of sport performance in the athletic population. Topics covered include: Macronutrients, energy metabolism, micronutrients, hydration, timing

and composition of nutrient intake, ergogenic aids, weight management strategies, body composition as it relates to nutrient intake, practical applications and scope of practice. PREREQUISITE: EXS5030

EXS5290: Bioenergetics in Athletic Performance
This course explores the energy systems of the human body and how they are utilized from a resting to exercise condition. Different modes of exercise will be explored from a biochemistry standpoint. Applications of how to maximize energy system use will be explored in the athletic population. PREREQUISITE: EXS5030

EXS5500: Program Internship (On-Campus) (1)
Students will obtain 40 hours of field experience with the varsity sports teams under the supervision of the Strength and Conditioning Coordinator and the Coordinator of Strength & Conditioning graduate studies at American International College. Interns will be expected to gain experience in all facets of the profession including but not limited to set-up and break-down for training sessions, supervision and coaching of training in the varsity weight room, consultation with varsity sports coaches and sports medicine staff, and travel with varsity teams (when appropriate).

EXS5610: Exercise Testing and Evaluation (3)
This course explores the analysis of preventative and rehabilitative exercise programs, electrocardiography, exercise testing, and exercise prescription. An emphasis is placed upon the physiological principles which enhance various components to fitness and how to reduce the risk for chronic diseases. PREREQUISITE: EXS5030

EXS5640: Exercise for Special Populations (3)
This course explores how physical activity is associated with diminishing risks for chronic diseases in various populations. The course will explore recommended exercising procedures for exercise testing and prescription for special populations which include: children, adults, women, pregnant women, aging population, among others. PREREQUISITE: EXS5030

EXS5676: Facility Management for Exercise Professionals (3)
This online course explores how students can develop the insight, tools, and process of either owning or managing their exercise-based facility. PREREQUISITE: None

EXS5720: Psychology and Philosophy of Sport Coaching (3)
This course explores the psychological and philosophical aspects to sport and exercise. Key psychological and philosophical theories will be discussed and applied to the athletic population based upon research in the field. An emphasis will be placed upon the ways in which psychological and philosophical principles can be applied to the coaching of athletes. Topics will include motivation, arousal, reinforcement, metaphysics, ethics, and aesthetics as they relate to sport & exercise. PREREQUISITE: EXS5030

EXS6500: 400 Hour Internship (External) (3)
The purpose of the internship requirement in the Master of Exercise Science Program concentration Strength and Conditioning is to offer students the opportunity to apply the skills

and knowledge gained from the program and to apply them to a real-world experience. The off-campus experiences may include private practices, colleges/universities, as well as professional sport organizations. The internship experience gives students the opportunity to enhance their professional behavior via interaction with other professionals and athletes. PREREQUISITE: EXS5120.

EXS6700: Comprehensive Examinations (0)
The strength and conditioning comprehensive examinations are essay based examinations which encompass the curriculum's learning objectives and course material taught throughout the program. Each student must pass the exams in order to receive a Master of Science Degree in Exercise Science concentration Strength and Conditioning. Students are allowed **ONLY ONE** re-try on the examinations to complete this program requirement. See manual for more information. *All MS coursework must be completed and meet the Departmental requirements before taking.

EXS5680: Statistics (3)
Apply and interpret the results of various statistical procedures in both descriptive and inferential statistics for different research designs. Topics to be covered include sampling, hypothesis testing, variability, distributions, estimation, significance testing, as well as students will be able to critically review and analyze statistical procedures in current literature. PREREQUISITE: EXS5010.

EXS5690: Research Proposal Design (2)
This course aids students in the development of their thesis proposals which leads to a Master of Science Degree in the Exercise Science Department. The full proposal must be completed by the end of the semester. PREREQUISITE: EXS5010

EXS6800: Thesis (4)
Students will be able to identify a problem or issue pertaining to the field of exercise science, perform a review of literature, carry out a scientific study and appropriately manage its data, apply research ethics involved in human research, and demonstrate proficient written and oral communication skills. Students must successfully defend their thesis to the research committee upon graduation. Please see student handbook/thesis manual for more details. PREREQUISITE: EXS5010

Finance

FIN5210: Managerial Finance (3)
This course analyzes the internal financial problems of a business enterprise. Topics include capital budgeting, evaluation of capital projects using discounted cash flow (internal rate of return and present value) and non-time-adjusted methods under conditions of certainty and uncertainty, capital structure theory and management, determining the cost of capital, the effect of leverage and dividend policy on cost of capital and firm policy, working capital management, liquidity structure of assets and liabilities, management of cash, marketable securities, receivables and inventories, financing, investment banking and the issue of long-term debt,

preferred stock, common stock, convertible securities and warrants, short and intermediate debt and lease financing and short and long-term financial forecasting. PREREQUISITE: None

International Business

IBS6110: International Business (3)
This course is an introduction to the international business environment and how it affects multi-national corporations. Topics include investigation of marketing techniques and programs as developed and implemented on an international scale, evaluation of international marketing strategies, special goals and decision-making processes that are part of marketing internationally, examination of policies and strategies of international finance, analyzing those problems confronting multi-nationals, balance of payments, foreign exchange market and risk, cash flow operations and evaluations of international economic problems and policies. PREREQUISITE: None

Management

MGT5210: Organizational Behavior (3)
This course provides a systematic analysis of the strategic and human functions of a business enterprise. The responsibilities of a manager for anticipating changes in the business environment, for cautiously adapting goals and policies to environmental opportunities, constraints and adverse pressures and the search for new combinations of activities that will have favorable results for the organization and the economy will be examined. PREREQUISITE: None

MGT5230: Quantitative Analysis for Decision Making (3)
This course covers the elements of statistics and management science. It deals with the principle methods that business researchers use to analyze and understand data-central tendency, variation, probability, hypothesis testing and forecasting. It also deals with management science models and techniques for optimization, network design for project management, queuing, managing risk and uncertainty. The emphasis is on providing students with the practical skills and techniques that can be applied to improve the effectiveness of managerial decision making. PREREQUISITE: None

MGT5240: Operations Management (3)
This course shall enable the student to learn and understand the importance of operations management, both for service and production processes. The student will gain an appreciation of the scorecard of Key Performance Indicators (KPIs) for the business to build sustainable competitive advantages. Lectures include discussion of strategy, process, supply chain design and planning and controlling the supply chain. Emphasis is placed on current trends in operations - especially quality, technology and inventory management. PREREQUISITE: None

MGT5250: Human Resource Management (3)
Topics include executive decision making in dealing with formal employee-employer relationships, human resources development, line and staff relationships, job description and

analysis, recruitment training and performance appraisal, collective bargaining process, labor-management relations and wage and salary policies and administration. PREREQUISITE: None

MGT5270: Information Systems for Business Strategy (3)
This course defines the information management needs of an organization in the knowledge of the economy. It also looks at information technology - both hardware and software - from the perspective of the manager and the customer and the key role that digitization and the Internet play in developing and implementing any successful business strategy. Special topics include: computer security, privacy, enterprise systems, e-commerce and supply chain management. PREREQUISITE: None

MGT6410: Strategic Management (3)
This course studies management as an organized body of knowledge, focusing on the role of leadership and teamwork in building organizational effectiveness. Concepts include: the nature and purpose of organizations, strategic planning, humanistic, ethical and behaviorist challenges facing modern institutions in a rapidly changing global environment, the development of leadership and teamwork skills, management dynamics of national and international companies and the importance of CSR. The course also addresses the application of total quality methods and control systems to assure effective implementation of business plans. PREREQUISITE: None

MGT6999: Master of Business Administration Capstone (3)
This course examines the process of entrepreneurship from the conception of a new idea through the steps of research and market testing to the crafting of a complete business plan. It focuses on the many ways that entrepreneurs create value and the central role of new venture creation in a free market economy. In this capstone course for the MBA program, students are asked to apply their knowledge of each business area and putting together and presenting, in the most persuasive but honest manner, an integrated plan for a new venture. For those students who prefer to relate the course to their current workplace, they have the option of preparing an in-depth study of a proposed solution to an existing problem. PREREQUISITE: None

Marketing

MKT5210: Marketing Management (3)
This course investigates the process that organizations use to identify the needs of their customers and to create the products and services that meet these needs within the resource constraints and strategic objectives of the organization. The course examines market research, target market selection, market segmentation, position and branding. It covers all the elements of the marketing mix, showing how they are being transformed by the Internet and the global economy. PREREQUISITE: None

Mathematics

MAT5000: Statistics (3)
Topics include: descriptive statistics theory and application of univariate frequency distributions, measures of central tendency, dispersion, skewness and kurtosis, probability theory and

theoretical probability, density functions, sampling theory, sampling distributions, confidence interval estimates, tests of statistical significance and hypothesis testing, as related to statistical estimation and decision making, decision rules and their power curves, acceptance sampling and quality control. PREREQUISITE: None

Micro-Emerging Markets

MEM5100: History and Culture of Cannabis and Commerce (3)
This course provides an in-depth understanding about cannabis history from 2900 BC to modern day, recreational and medical uses, historical agricultural and cultural importance, and economic impact. A general introduction to the laws and policies governing cannabis production and use is provided in a historical and ethical context. Cannabis specific terminology is embedded throughout the course. PREREQUISITE: None

MEM5200: Cannabis Law and Policies (3)
This course provides an overview of the current legal principles that provide the framework of cannabis policies, regulations, and legislation. An analysis of cases and statutes, pertinent to cannabis use and the cannabis industry, are emphasized with instruction in fundamental aspects of legal research. PREREQUISITE: MEM5100

MEM5300: The Chemistry of Cannabis (3)
This course provides a basic understanding of the chemistry and pharmacology of cannabis, including psychoactive and non-psychoactive constituents, the most prevalent minor cannabinoids that are produced by the plant, and terpenes. It also delves into the similarities and differences between cannabidiol (CBD) and tetrahydrocannabinol (THC), two natural compounds found in the plants of the Cannabis genus. PREREQUISITE: MEM5100

MEM5310: Cannabis Use and the Endocannabinoid System (3)
An introduction to the Human Endocannabinoid System (ECS) provides students with a fundamental understanding of this system and its functions. The impact and consequences of the use of cannabis and related products will be studied. Current research on the use and best treatment strategies for select conditions, such as pain and anxiety, will be reviewed collectively and independently. It is recommended that students without a science background complete MEM5300 prior to enrolling in this course. PREREQUISITE: MEM5100

MEM5320: Cannabis Seed to Sale (3)
The purpose of this course is to develop an understanding cannabis from seed to its final product. A basic understanding of cannabis horticulture, cultivation, and production is presented. Topics include botany of cannabis, genetics and breeding, agronomics and horticultural aspects of production, and post-harvest and processing technologies. Finally, this course presents the options that adults have to partake of cannabis, including smoking, vaporization, sublingual, edibles and topicals, and the tools that deliver them. PREREQUISITE: MEM5100

MEM5400: Essential Business Concepts and Applications (3)
Knowing the fundamentals of business concepts and terms are important to being successful in cannabis commerce. This course presents an in-depth examination of the four tenants of

management – planning, organizing, leading, and controlling. Emphasis is on students developing practical, basic business budgeting and resource planning skills for working in a managerial role in a cannabis business. Students learn and develop leadership techniques and understand what is involved in workforce development. PREREQUISITE: MEM5200

MEM5410: Cannabis Industry Operations Management (3)
The efficient and effective operations of a business are imperative to its success. In this course, supply chain, logistics, forecasting, inventory management, and quality improvement is discussed with a focus on application to dispensary and commercial cultivation operations. Students are taught project management and gain skills through practice in overseeing complex projects in the classroom. It is recommended that students without a background in business complete MEM5400 before enrolling in this course. PREREQUISITE: MEM5100

MEM5420: Tactical Communications and Marketing (3)
This course is designed to teach students about marketing, public relations, social media, and other means of promoting a cannabis business. Critical analysis of data in decision making is emphasized. Students will create a communication plan, undertake project management, and create materials to market and promote a cannabis business. It is recommended that students without a background in business complete MEM5400 prior to enrolling in this course. PREREQUISITE: MEM5100

MEM6100: Strategic Research and Planning (3)
This course is in preparation for the final capstone course. Students interpret research and experimental data and learn research methods. Literature review, research design, and critical evaluation of evidence will be undertaken. A capstone project idea is chosen, and students begin to work collaboratively to develop the proposal for completion in the Capstone course. PREREQUISITES: MEM5310, MEM5320, MEM5410, MEM5420

MEM6200: Cannabis Capstone (3)
Based upon the formalized, approved proposal completed in MEM6100, students will apply the wide array of knowledge gained during the academic program through a professional and comprehensive project on an area of interest about cannabis. PREREQUISITE: MEM6100

Nursing

NUR5040: The Art and Science of Advanced Nursing (3)
Nursing knowledge development, worldview and competencies of the advanced practice nurse are examined. The focus of this course is professional practice development, communication, leadership, team building and interdisciplinary collaboration. PREREQUISITE: None

NUR5041: Seminar in Nursing Research and Evidence-Based Practice (3)
Evidenced based practice and clinical reasoning are explored. Problem identification, problem solving, ethical standards and principles of research are the focus of a research proposal. Dissemination of research and translational research are analyzed for interdisciplinary practice. PREREQUISITE: NUR3650, NUR4400, NUR5040

NUR5042: Policy, Politics and Organization of Healthcare (3)
Quality improvement, standards of care, health care policy and organizational science, are topics of this course. Information technology and trends of healthcare are examined. Legal and economic challenges of advanced nursing practice are incorporated. PREREQUISITE: NUR5041

NUR5140: Evaluating Learning Outcomes (3)
The aim of this course is to prepare nurse educators to evaluate student progress in achieving course objectives. Course content includes evaluation of learning in the cognitive, psychomotor and affective domains. Construction of test items based on exam blueprints, use of rubrics and clinical evaluation are included topics. Objective evaluation and student feedback are discussed as critical legal and ethical standards for nurse educators. PREREQUISITE: NUR6141

NUR5412: Professional Writing for Nursing (3)
This course explores essential writing skills for professional nurses. Focus of this course is on scholarly writing such as that needed in writing grant applications and manuscripts for possible publication are the focus of this course. Components of the course include: clear exposition, persuasive argument, effective synthesis and mastery of writing mechanics including APA format. PREREQUISITE: NUR6150 or NUR6250

NUR6040: Advanced Concepts of Pathophysiology (3)
Principles of pathophysiology including biopsychosocial science and genomics are the focus of this course. Nursing's role in management of chronic and acute adult/child onset illnesses is examined. PREREQUISITE: NUR5042

NUR6041: Advanced Concepts of Pharmacology (3)
Pharmacological management of adult/child onset acute and chronic illness is the focus of this course. Principles of pharmacokinetics, pharmacodynamics and pharmacogenomics will be examined. Cultural beliefs and practices for adult onset illnesses related to medication management are analyzed. PREREQUISITE: NUR6040

NUR6042: Advanced Concepts of Health Assessment (3)
Health assessment of individuals and families are explored from the perspective of client-centered care, safety, cultural diversity, genomics and biopsychosocial principles. Laboratory practice is required. PREREQUISITES: NUR6040, NUR6041

NUR6141: Evidence - Based Practice for Nursing Education (4)
Principles of evidence - based nursing education for pre-licensure nursing students are the focus of this course. Classroom and clinical teaching is emphasized. Evaluation of student learning outcomes is included. PREREQUISITES: NUR6042

NUR6142: Nursing Leadership and Management ((4)
This course focuses on the leadership and management competencies needed to effectively lead strategic planning, conduct trend analysis and manage fiscal and human resources. Elements and processes of outcome measurements are explored. PREREQUISITES: NUR6143

NUR6143: Concepts and Elements of Core Measures (3)
This course focuses on the knowledge and tools to support, promote and implement change leading to improvements in patient and health system outcomes. Students will be introduced to concepts and theories of quality measurement and best practices including application to Deming's Plan-Do-Study-Act (PDSA) method of continuous quality improvement. PREREQUISITE: NUR6042

NUR6149: Nursing Education Practicum – Part A (4)
Clinical practicum practice in nursing education is the focus of this course. Students begin their own reflective nursing education practice with the guidance of a mentor. A practicum project presentation is required. PREREQUISITE: NUR5140

NUR6150: Nursing Education Practicum – Part B (4)
Clinical practicum practice in nursing education is the focus of this course. Students continue their own reflective nursing education practice with the guidance of a mentor. A practicum project presentation is required. PREREQUISITE: NUR6149

NUR6249: Nursing Administration Practicum - Part A (4)
Clinical practicum practice in nursing administration is the focus of this course. Students are mentored in a nursing administrative practice by a nurse leader. A practicum project presentation is required. PREREQUISITE: NUR6142

NUR6250: Nursing Administration Practicum - Part B (4)
Clinical practicum practice in nursing administration is the focus of this course. Students continue to be mentored in nursing administrative practice by a nurse leader. A practicum project presentation is required. PREREQUISITE: NUR6249

NUR6510: Advanced Health Assessment and Differential Diagnoses (3)
This course focuses on health assessment knowledge and skills needed by advanced practice nurses. The diagnostic reasoning skills needed for clinical reasoning in the advanced practice role are emphasized. Includes a clinical component to continue to develop and refine comprehensive health assessment skills. PREREQUISITE: NUR6042

NUR6520: Advanced Practice Nursing: Professional Issues and Responsibility (2)
The role of the advanced practice nurse (APRN) and the concepts of primary care within a contemporary health care system will be explored. Issues related to the role of the APRN, regulation affecting practice, inter-professional collaboration, accountability and outcomes relevant to the APRN practice will be examined. PREREQUISITE: NUR6561

NUR6530: Pharmacology for Advanced Practice Nurses (3)
This course is designed to prepare nurses to accurately prescribe, administer, and counsel patients regarding appropriate and safe medication regimens. Basic pharmacologic principles and the pharmacologic actions of the major drug classes will be discussed in relation to physiologic systems, with emphasis on the application of these agents. PREREQUISITE: NUR6041

NUR6540: Primary Care Clinical Management: Adults, Role of FNP I – Part A (3)
First in a series of six clinical management courses for nurse practitioners. Focus of course is on application of advanced pathophysiology concepts and clinical decision making skills to interpret assessment data and develop diagnoses and treatment plans in primary care of adults. The integration of research and evidence-based practice, teaching/health promotion and consultation skills within the context of collaborative practice are emphasized. PREREQUISITES: NUR6510, NUR6510

NUR6541: Primary Care Clinical Management: Adults, Role of FNP I – Part B (3)
Second in a series of six clinical management courses for nurse practitioners. Focus of course is on application of advanced pathophysiology concepts and clinical decision making skills to interpret assessment data and develop diagnoses and treatment plans in primary care of adults. The integration of research and evidence-based practice, teaching/health promotion and consultation skills within the context of collaborative practice are emphasized. PREREQUISITES: NUR6540

NUR6550: Primary Care Clinical Management: Pediatrics, Role of FNP II – Part A (3)
Focus is on the delivery of care to children and their families experiencing acute and chronic health problems. Continued emphasis on collaboration with the health care team in the implementation and the evaluation of accepted medical and nursing interventions used in the care of children. Effective use of skills required for clinical management, education, consultation, referral and follow-up are emphasized. Therapeutic interventions based upon evidenced-based research are integrated along with complementary and alternative healing approaches appropriate for children and their families with health care problems. PREREQUISITE: NUR6541

NUR6551: Primary Care Clinical Management: Women's Health, Role of FNP II – Part B (3)
Focus is on the delivery of care to women and their families experiencing acute and chronic health problems. Continued emphasis on collaboration with the health care team in the implementation and the evaluation of accepted medical and nursing interventions used in the care of women. Effective use of skills required for clinical management, education, consultation, referral and follow-up are emphasized. Therapeutic interventions based upon evidenced-based research are integrated along with complementary and alternative healing approaches appropriate for women and their families with health care problems. PREREQUISITE: NUR6550

NUR6560: Primary Care Clinical Management: Older Adults, Role of FNP III – Part A (3)
Opportunity to further develop leadership, research, teaching and consultation skills as a basis for advanced clinical practice. Practice issues are explored within the context of ethical and effective use of resources for beginning autonomous practice. Course focuses on the management of complex health issues experienced by older adults. PREREQUISITE: NUR6551

NUR6561: Primary Care Clinical Management: Older Adults, Role of FNP III – Part B (3)
Opportunity to further develop leadership, research, teaching and consultation skills as a basis for advanced clinical practice. Practice issues are explored within the context of ethical and effective use of resources for beginning autonomous practice. Course focuses on the

management of complex health issues experienced by clients across the lifespan. Theoretical concepts of organizational systems and health care politics and policy are applied to the advanced practice setting to identify and solve complex health and systems problems. PREREQUISITE: NUR6560

NUR6600: Advanced Practice Capstone – Health Promotion/Disease Prevention - Part A (1)
This course is a capstone experience in which the family nurse practitioner students continue to develop knowledge and expertise in the role as a primary care provider. Autonomy in clinical decision-making is emphasized. Family nurse practitioner students increase their levels of responsibility for independent client and family management in health promotion and disease prevention. PREREQUISITE: NUR6561

NUR6601: Advanced Practice Capstone – Health Promotion/Disease Prevention - Part B (1)
This course is the completion of a capstone experience in which the family nurse practitioner students continue to develop knowledge and expertise in the role as a primary care provider. Autonomy in clinical decision-making is emphasized. Family nurse practitioner students increase their levels of responsibility for independent client and family management in health promotion and disease prevention. PREREQUISITE: NUR6600

Occupational Therapy

OTR5010: Introduction to Occupational Therapy (2)
This course introduces students to the foundational principles of occupational therapy practice including historical, philosophical, and theoretical perspectives of the profession. The current edition of the American Occupational Therapy Association the *Occupational Therapy Practice Framework: Domain and Process* will be introduced to promote student's understanding of the meaning and dynamics of occupation and activity as a foundation to OT evaluation, intervention and outcomes. Roles and responsibilities of the occupational therapy practitioner will be explored utilizing the AOTA Standards of Practice and Occupational Therapy Code of Ethics and Ethics Standards. The course will promote development of values related to being an occupational therapist including cultural competency, client-centered, occupation-based and evidenced-based practice. The role of national, state and local occupational therapy associations will be addressed.
PREREQUISITE: All general education and program requirements completed

OTR5030: Professional Communication (3)
This course is a specialized writing course focused on the writing skills necessary for clinical practice, including clinical documentation and mechanics of scientific writing using American Psychological Association (APA) format. The course will focus on developing a thorough understanding of language and terminology associated with clinical documentation in occupational therapy practice, including screenings, evaluation, problem and goal statements, intervention plans and progress notes. Students will learn how to document occupational therapy services to meet standards for various systems and funding sources for reimbursement of services, and demonstrate strategies for analyzing issues and making ethical decisions guided by

AOTA Occupational Therapy Code of Ethics and AOTA Standards of Practice. Professional behaviors, effective oral and written communication, supporting a team approach to care, and rationale for occupational therapy services for the promotion of health and wellness will be emphasized. PREREQUISITE: All general education and program requirements completed

OTR5040: Occupational Science (3)
Occupational science provides students an opportunity to explore and apply concepts, theories, and values that are the foundation of occupation in people's lives from a local and global perspective. These aspects of occupation include concepts from anthropology, sociology, and psychology. Consideration of occupational needs, history, and patterns of engagement of influences of family, society, culture, and spirituality. PREREQUISITE: All general education and individuals across the life span will be studied in order to develop occupational profiles that include the program requirements.

OTR5050: Neuroscience (4)
This course presents the neurological foundations of human performance. Students will gain an understanding of neuroanatomy, neurophysiology and neuropathology in a clinical context. Content will include anatomy, physiology and functioning of the central and peripheral nervous systems, including clinical examples illustrating the impact of disease, trauma, learning and developmental change on the everyday activities of people of all ages. PREREQUISITE: All general education and program requirements completed

OTR5060: Tasks and Activity Analysis (2)
This course will develop students' skills in analyzing the physical, psychosocial, cognitive, and environmental requirements to perform activities and identify facilitators and barriers to occupational performance. Students will assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes and modifying environments to reflect the changing needs of the client, sociocultural context, and technological advances. The relationship of activities to broader areas of occupation and how activities can be therapeutic and health promoting in the OT process as outlined in the current edition of the *American Occupational Therapy Association, Occupational Therapy Framework: Domain and Process,* will be explored. The course will offer the students an opportunity to begin to develop clinical reasoning skills to evaluate, analyze and provide occupation-based interventions as they acquire skills in teaching, collaborative planning, and goal writing. PREREQUISITE: All general education and program requirements completed

OTR5110: Foundations of Occupational Therapy (3)
This course will discuss, analyze and apply theory development, occupational-based models of practice and emerging theories that will guide the OT process. Students will build upon introduced concepts specifically advocacy, promotion of occupational therapy, the importance of scholarly activities and use of evidence to inform practice. Students will learn and discuss strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards. PREREQUISITES: OTR5010, OTR5040

OTR5120: Evidence-Based Practice (2)
The course will explain the importance of using evidence-based practice in healthcare today. It will explore the terminology defining evidence-based practice as well as what it means to be client

centered. This course provides an introduction to research and how to appraise a research article. Appraisal includes identifying levels of evidence, research design, and understanding quantitative statistics. Appraisal also includes the ability to analyze both qualitative and quantitative data to make an informed decision for improved patient outcomes. Course content also includes how to search the literature, complete a research log, complete a literature review and how to critically appraise both a qualitative and quantitative article. PREREQUISITES: OTR5010, OTR5030

OTR5130: Gross Anatomy (4)
Human gross anatomy is an examination of the structures of the human body. The course includes an in-depth presentation of the musculoskeletal system with limited consideration of other body systems. The course material will be conveyed through lectures, laboratory experiences with human cadaver pro-sections, virtual dissections of the human body and anatomical models. PREREQUISITE: OTR5050

OTR5131: Gross Anatomy Laboratory (0)
Students will examine human anatomy using prosected cadavers, virtual dissection of the human body, and anatomical models. Emphasis is placed on the anatomy of the vertebral column, trunk, upper extremity and lower extremity, with limited consideration of other body systems. COREQUISITE(S): OTR5130; PREREQUISITE: OTR5050

OTR5140: Group Dynamics (3)
This course addresses the theory of group dynamics that includes communication, group process, group development, leadership styles, and group roles and norms. Human occupation, cognition, and development models will be explored. Students will apply activity analysis and observation skills as both group leaders and members. By observing, developing, and implementing a community-based group activity during the semester students will have the opportunity to reflect on group dynamics, theory, group design and development. Level I Fieldwork is integrated within the coursework affording the opportunity to apply classroom experiences to real life clinical experiences. PREREQUISITES: OTR5010, OTR5030, OTR5060

OTR5150: Kinesiology (4)
This course is an introduction to the study of the movements of the human body. Students will examine the major joint complexes of the body, including the skeletal, muscular and neurological contributions to movement at each joint and consider the physical forces that influence human movement. Students will learn to assess vital signs and the value of monitoring for safety throughout the OT process. PREREQUISITE: OTR5050

OTR5151: Kinesiology Laboratory (0)
Students also observe, perform, participate and analyze the skilled movement patterns needed for occupational performance in daily life including measurement of range of motion and manual muscle testing as well as grip and pinch measurements. Students will have the opportunity to supplement their learning with hands-on sessions, practicing skills on peers, using anatomical models, skeletal material, and simulation. COREQUISITE: OTR5150; PREREQUISITE: OTR5050

OTR5200: Comprehensive Exam (1)
This is the first course in the comprehensive exam series that addresses preparation for the National Board for Certification in Occupational Therapy (NBCOT) exam. The course focuses on strengthening learning skills and developing critical thinking strategies for studying, organizing study resources and using clinical reasoning in the testing process. Course topics and concepts that have been introduced in previous or concurrent coursework, e.g. code of ethics; standards of professional practice; and task/activity analysis of occupations, will serve as the content for introducing the type of multiple-choice and clinical simulation examination questions that will appear on the NBCOT examination. Active learning is emphasized, with practice in self-assessing prior knowledge, and evaluating strengths and weaknesses in studying, as well as reading, interpreting, and answering test questions. PREREQUISITES: OTR5010, OTR5020, OTR5030, OTR5040, OTR5050, OTR5060

OTR5230: Psychosocial Occupations 1 (3)
This course in the physical performance series addresses psychosocial development from birth to adolescence. Developmental theories and models of psychodynamics, cognition, behavior and occupations are examined. Therapeutic assessment and intervention for occupational dysfunction in this age range will be explored. PREREQUISITES: OTR5010, OTR5030, OTR5050, OTR5060, OTR5110, OTR5150

OTR5231: Physical Occupations 1 (3)
This course in the physical performance series addresses gross and fine motor development from birth to adolescence. Developmental theories, models and frames of references commonly used in pediatrics will be examined. Frames of references specifically addressed include sensory integration, neurodevelopmental treatment, biomechanical and cognitive orientation to daily occupational performance. Pediatric screens, assessments and interventions will be introduced. Course content includes developmental milestones, reflexes, attachment, psychosocial development, cognition, sensory modulation, gross and fine motor development. PREREQUISITES: OTR5010, OTR5030, OTR5040, OTR5050, OTR5060, OTR5110, OTR5130, OTR5150

OTR5232: Assistive Technology 1 (3)
This course will introduce the theories and concepts of assistive technology and its relationship to the principles of occupational therapy. Students will learn assistive technology services, strategies, and practices to improve a person, group or population's functional capabilities due to congenital, developmental, or acquired deficits. Students will use assistive technology principles while applying task and activity analysis skills to problem solve and develop interventions. The role of assistive technology with adaptive sports & recreation, activities of daily living, instrumental activities of daily living, orthoses, and environmental evaluation will be explored. Legal and ethical principles, access to community resources as well as funding concepts will be introduced. Students will be expected to design and fabricate a low-tech device and demonstrate its use at the conclusion of the course. PREREQUISITES: OTR5030, OTR5050, OTR5060, OTR5130, OTR5140, OTR5150

OTR5233: Fieldwork/Service Delivery 1 (3)

This course examines the continuum of care for adult populations while exploring issues of service delivery within the medical and social systems. The class will focus on issues related to access, quality and cost of health care. Students are challenged to recognize the influence of federal legislation and health care policy on current practice and to identify and analyze the social, economic, political and demographic factors and trends that influence the delivery of health care in the United States. Students participate in Level I Fieldwork experiences in adult settings as part of this course to observe and analyze the application of the occupational therapy process within settings serving adults PREREQUISITES: OTR5030, OTR5060, OTR5110, OTR5140, OTR5150

OTR5240: Research Methods (3)
As the second course in the research series, this course provides an opportunity for in-depth examination of the concepts, problems, needs and issues involved in evaluating and conducting research in occupational therapy. Students will develop beginning level research skills including data analysis and will advance their knowledge of quantitative and qualitative research appraisal skills. Students will become familiar with the ethical policies and procedures of conducting research, the process of locating and securing grant funding and demonstrate the skills to write a scholarly report for dissemination. PREREQUISITES: OTR5030, OTR5110, OTR5120

OTR5430: Psychosocial Occupations 2 (3)
This course explores psychosocial aspects of occupational performance of adults and older adult populations. Occupation and function are examined in varied contexts and phases of wellness, illness and disability. Developmental, cognitive, behavioral and occupation-based theories and models are applied through clinical context. Students will engage in clinical reasoning in the areas of evaluation, goal setting and treatment planning using a collaborative model with an emphasis on occupation and purposeful activity. Therapeutic assessment and intervention for occupational dysfunction will be introduced and applied. PREREQUISITES: OTR5230

OTR5431: Physical Occupations 2 (3)
This course explores physical development and functioning as it relates to occupational performance from early to late adulthood. Changes in the human body affecting skeletal, muscular, neurological, cardiopulmonary, and sensory systems will be examined. Functional implications on development and maintenance of occupational roles will be analyzed, and the importance of purposeful activity to maintain wellness will be highlighted. The integration of person, environment, and occupation will be stressed when applying theoretical principles to pathologic conditions, and in developing support systems to enable optimal occupational performance throughout adult life. Therapeutic assessment and intervention for occupational dysfunction in this age range will be applied. Community experiences will be integrated within the course work, affording the opportunity to apply classroom experiences to real life clinical experiences. PREREQUISITES: OTR5010, OTR5030, OTR5040, OTR5050, OTR5060, OTR5110, OTR5130, OTR5150, OTR5233

OTR5431: Physical Occupations 2 (3)
This course explores physical development and functioning as it relates to occupational performance from early to late adulthood. Changes in the human body affecting skeletal, muscular, neurological, cardiopulmonary, and sensory systems will be examined. Functional

implications on development and maintenance of occupational roles will be analyzed, and the importance of purposeful activity to maintain wellness will be highlighted. The integration of person, environment, and occupation will be stressed when applying theoretical principles to pathologic conditions, and in developing support systems to enable optimal occupational performance throughout adult life. Therapeutic assessment and intervention for occupational dysfunction in this age range will be applied. Community experiences will be integrated within the course work, affording the opportunity to apply classroom experiences to real life clinical experiences. PREREQUISITES: OTR5010, OTR5030, OTR5040, OTR5050, OTR5060, OTR5110, OTR5130, OTR5150, OTR5233

OTR5432: Assistive Technology 2 (3)
This course is the second of two courses in assistive technology. Performance contexts and their impact on occupational performance and use of assistive technology will be examined, focusing on persons, groups, and populations. Students will consider ethics when making decisions regarding referrals, communication with clients, caregivers, and other professionals about assistive technology. Various types of assistive technology will be explored in areas including computer access, community mobility, wheelchair evaluation and documentation, adaptations for home, school, and community environments, durable medical equipment, technology in progress, functional mobility, and documentation following reimbursement systems. Students will be required to apply task and activity analysis skills in problem solving and to enhance, remediate, or compensate to develop assistive technology interventions. Demonstration of competency in environmental evaluation, basic computer adaptations, teaching as well as demonstrating compensatory strategies is expected by the end of the semester.
PREREQUISITES: OTR5232 and OTR5233

OTR5433: Fieldwork/Service Delivery 2 (3)
This course examines the continuum of care and methods of service delivery for pediatric populations in a variety of medical, educational and social settings. Current issues affecting service delivery including access, quality and cost will be identified and discussed. Students are challenged to recognize the influence of federal legislation and health care policy on current practice and to identify and analyze the social, economic, political and demographic factors and trends that influence the delivery of pediatric practice in the United States. The occupational therapists emerging role within the context of health promotion, community and public health will be discussed. Students participate in Level 1 Fieldwork experiences as part of this course.
PREREQUISITES: OTR5231, OTR5232

OTR5525: Program Development in Health/Wellness (2)
This course examines leadership, teams and teamwork in occupational therapy practice. Leadership models, styles, qualities, and skills are explored from the perspective of the occupational therapist. In this course, students will reflect on individual leadership qualities and will have opportunities for community leadership in promotion of health, wellness, and quality of life from an occupational perspective. Students will design and implement health and wellness promotion programs. PREREQUISITES: OTR5030, OTR5110

OTR5531: Supervision/Management (2)
This course will present leadership and management theories pertinent to occupational therapy. Management principles and strategies involved in planning, organizing, staffing, budgeting, directing, and marketing occupational therapy services will be addressed. Students will learn how to evaluate program outcomes through continuous quality improvement strategies. Professional organizations, legislation and reimbursement policies that influence service delivery will be explored. The value of interprofessional collaboration, teamwork and mentorship will be addressed. PREREQUISITES: OTR5030, OTR5110, OTR5120, OTR5140

OTR5600: Comprehensive Exam (1)
This is the second course in the comprehensive exam series that addresses assessment of the domain, task and knowledge that comprises the National Board for Certification in Occupational Therapy (NBCOT) exam blueprint for program content as assessed using AOTA & NBCOT exam preparation tools. The course stresses the development of critical reasoning skills within the context of the exam, and provides practice in reading, interpreting, and answering multiple choice/clinical simulation questions. This is a Pass/Fail course. PREREQUISITES: OTR5200

OTR6030: Occupational Therapy Process: Pediatrics (4)
This course is designed to apply knowledge of physical, biological, behavioral, and psychosocial development of children and adolescents to pediatric occupational therapy practice. Evaluation, intervention processes, and clinical reasoning associated with working with the pediatric/adolescent population in early intervention, preschool, and school settings will be emphasized. Students will apply an occupation-based, client centered, evidence-based approach to evaluation and intervention in a variety of settings common to OT practice with children/adolescents, such as home, school, hospital, rehabilitation, mental health programs, and the community. The integration of person, environment, and occupation will be stressed when applying theoretical principles to pathologic conditions, and in developing support systems to enable maximum development of independence. Students will learn to administer assessment tools, apply theoretical approaches, plan interventions and develop skill in therapy approaches and techniques for early intervention, preschool, school, and clinical settings. Level I Fieldwork experiences with children is integrated within the course work allowing students to apply classroom learning to a real-life clinical experience. PREREQUISITES: OTR5230, OTR5231, OTR5232, OTR5432, OTR5433

OTR6031: Occupational Therapy Process: Mental Health (4)
This course is designed to apply knowledge of behavioral and psychosocial development to the practice of OT with adolescents and adults who exhibit psychosocial dysfunction affecting occupational performance. Students will apply an occupation-based and client-centered approach to evaluation and intervention in a variety of occupational therapy practice contexts including hospital settings, rehabilitation centers, mental health programs and work, community and home-based settings. Theoretical perspectives that integrate person, environment and occupation are stressed as a foundation for understanding psychosocial pathology in young to aging adult populations. Level I Fieldwork experiences with clients of all ages with psychosocial disabilities will be provided to permit students to apply classroom learning to real-life clinical experience. PREREQUISITES: OTR5230, OTR5430, OTR5240

OTR6032: Occupational Therapy Process: Adults (4)
This course is designed to address the conceptual, theoretical and technical skills required for students to become competent in assessment and intervention techniques for the adult population. An emphasis on upper extremity orthopedic injuries as well as neurologic disorders associated with the adult population will be addressed. Assessment and treatment intervention, including orthosis instruction/fabrication and modalities as a preparatory means will be incorporated. This course will develop students' application of critical thinking and problem solving by utilizing an evidenced based approach to address occupational performance as well as barriers to performance as it relates to physical disability in the adult. Students will address these barriers through selecting and carrying out assessments, designing interventions and documentation. Students will synthesize knowledge of the use standardized evaluation tools, research-based intervention strategies and adaptive techniques, to utilize clinical reasoning/problem solving strategies for establishing effective client-centered intervention plans to enable maximum independence in occupational performance. Case studies and simulation addressing a variety of adult orthopedic injuries and illnesses seen in occupational therapy practice will be integrated into this class. PREREQUISITES: OTR5232, OTR5233, OTR5431, OTR5432, OTR5240

OTR6033: Occupational Therapy Process: Aging (4)
This course teaches students to provide client-centered, evidence-based services for the growing cohort of older adults. Students will explain the interaction between the aging process and disability and explore how this impacts performance and engagement in occupation for both the client and any supporters/caregivers of clients. Level 1 Fieldwork experiences with older adults is integrated within the course. PREREQUISITES: OTR5232, OTR5233, OTR5431, OTR5432, OTR 5240

OTR6130: Fieldwork Seminar (1)
This course precedes the Level II fieldwork experience and examines the respective roles and responsibilities of the student, fieldwork supervisor, and academic fieldwork coordinator. Fieldwork goals and objectives, and the criteria for student evaluation will be clarified. Students will also be instructed regarding national certification (NBCOT), the application process for the certification exam, and licensure requirements and procedures. Classroom discussion emphasizes critical communication skills, supervision requirements and the supervisory relationship, and professionalism related to fieldwork and future practice. PREREQUISITES: Must be taken in final semester, prior to Level II Fieldwork.

OTR6139: Level II Fieldwork (6)
The Level II Fieldwork assignments provide students with the opportunity to apply an academically acquired body of knowledge to an in-depth clinical experience in the delivery of occupational therapy services to clients and their families or caregivers. The OT student practitioner (OTS), as evaluated by AOTA's Fieldwork Performance Evaluation for the Occupational Therapy Student will demonstrate competencies in: fundamentals of practice, basic tenets, evaluation and screening, intervention, management of occupational therapy services, communication, and professional behaviors. Students will be graded on a pass/fail basis. Level II Fieldwork sites are frequently at a distance from the College and/or the student's home. Student preferences for site selection will be taken into consideration but there is no guarantee that the preferences will be granted. Students are required to accept and to attend the fieldwork

placements as assigned to them by the Academic Fieldwork Coordinator. Students are responsible for assuming all costs associated with travel to and from all sites, as well as transportation, food, housing and personal health insurance. Students selecting a fieldwork site that requires a supervision fee are required to assume personal financial responsibility. Completion of Level II Fieldwork will not exceed one year from the end of didactic course work unless approved by the program director. This is a Pass/Fail course. PREREQUISITE: All of the following courses: OTR5010 through and including OTR6130 and OTR6200

OTR6200: Comprehensive Exam (1)
This is the final course in the comprehensive examination series that addresses student preparation for the National Board for Certification in Occupational Therapy (NBCOT) Examination. Course topics and concepts that have been introduced in previous or current coursework will serve as the content for the multiple-choice and clinical simulation examination questions that will appear on the NBCOT practice examinations. All domains will be addressed, but focus will be emphasized based on NBCOT content percentage order: Intervention Management (37%) Evaluation & Assessment (25%), Analysis & Interpretation (23%), and Competency & Practice Management (15%). This course stresses self-assessment and active learning strategies to identify gaps in content knowledge, areas of strength and weakness to improve ability to sit for the NBCOT exam. Strategies for reading and responding to test questions are provided, and students are given opportunities to take multiple choice practice tests and clinical simulation tests in specific content areas that address person, environment, and occupation centered occupational therapy practice. This is a Pass/Fail course.
PREREQUISITES: OTR5600

OTR6239: Level II Fieldwork (3)
The Level II Fieldwork assignments provide students with the opportunity to apply an academically acquired body of knowledge to an in-depth clinical experience in the delivery of occupational therapy services to clients and their families or caregivers. The OT student practitioner (OTS), as evaluated by AOTA's Fieldwork Performance Evaluation for the Occupational Therapy Student will demonstrate competencies in: fundamentals of practice, basic tenets, evaluation and screening, intervention, management of occupational therapy services, communication, and professional behaviors. Students will be graded on a pass/fail basis. Level II Fieldwork sites are frequently at a distance from the College and/or the student's home. Student preferences for site selection will be taken into consideration but there is no guarantee that the preferences will be granted. Students are required to accept and to attend the fieldwork placements as assigned to them by the Academic Fieldwork Coordinator. Students are responsible for assuming all costs associated with travel to and from all sites, as well as transportation, food, housing and personal health insurance. Students selecting a fieldwork site that requires a supervision fee are required to assume personal financial responsibility. Completion of Level II Fieldwork will not exceed one year from the end of didactic course work unless approved by the program director. This is a Pass/Fail course. PREREQUISITES: All of the following courses: OTR5010 through and including OTR 6200.

OTR6240: Level II Fieldwork Extension (3)
This is an extension of OT 6239 Level II Fieldwork. The Level II Fieldwork assignments provide students with the opportunity to apply an academically acquired body of knowledge to an in-

depth clinical experience in the delivery of occupational therapy services to clients and their families or caregivers. The OT student practitioner (OTS), as evaluated by AOTA's Fieldwork Performance Evaluation for the Occupational Therapy Student will demonstrate competencies in: fundamentals of practice, basic tenets, evaluation and screening, intervention, management of occupational therapy services, communication, and professional behaviors. Students will be graded on a pass/fail basis. Level II Fieldwork sites are frequently at a distance from the College and/or the student's home. Student preferences for site selection will be taken into consideration but there is no guarantee that the preferences will be granted. Students are required to accept and to attend the fieldwork placements as assigned to them by the Academic Fieldwork Coordinator. Students are responsible for assuming all costs associated with travel to and from all sites, as well as transportation, food, housing and personal health insurance. Students selecting a fieldwork site that requires a supervision fee are required to assume personal financial responsibility. Completion of Level II Fieldwork will not exceed one year from the end of didactic course work unless approved by the program director. This is a Pass/Fail course. PREREQUISITES: All of the following courses: OTR5010 through and including OTR6239.

OTR7001: OTD Bridge Course 1 - Evidence Based Practice & Research in OT (4)
This course provides an introductory overview of evidence based practice and the research priorities of the occupational therapy profession. Students examine and describe the parts of a research paper and evaluate its components using the critical analysis method. Students compare and contrast research methods. Students demonstrate beginning competency in developing a research question, selecting an appropriate database and using appropriate keywords to conduct a literature search. PREREQUISITE: Departmental permission required.

OTR7002: OTD Bridge Course 2 - OT Practice Frameworks (4)
This course explores the analysis of evolving practice trends, theories, models and practice frameworks in OT from the viewpoints of practitioners, clients, administration and health care policy. Students examine and compare occupational therapy and transdisciplinary theories, models and practice frameworks that are applied to and influence occupational therapy practice. Students look at core concepts, constructs, interventions, outcomes, and evidence of theories, models and practice frameworks. Students use a guiding document of the American Occupational Therapy Association, the Occupational therapy practice framework: Domain and process, 3rd edition, to apply their understanding of the meaning and dynamics of occupation and activity as a foundation of OT evaluation, intervention and outcomes within occupational therapy theories, models and practice frameworks. The impact of using each theory will be analyzed from the viewpoints of practitioners, clients, administration and health care policy. PREREQUISITE: Departmental permission required.

OTR7003: OTD Bridge 3 - Professional Issues and Trends in OT (4)
This course provides an overview and examination of the political, social, economic, ethical, and legal policy issues currently affecting the delivery of occupational therapy services. Concepts and theories of management and leadership are analyzed for their application and effectiveness in delivering occupational therapy services and facilitating systems change in professional services. PREREQUISITE: Departmental permission required.

OTR7100: Scholarship of Teaching and Learning for Occupational Therapy (3)
Students explore learning theories and how theories of human learning and motivation can be applied to the instructional process. Model learning theories associated with behaviorism, cognitivism, and constructivism are reviewed and applied to creative learning and teaching experiences in the occupational therapy context. PREREQUISITE: None

OTR7300: Leadership in Occupational Therapy (3)
Students examine, develop, and practice leadership in relation to the self, to the profession of occupational therapy, and to the wider contexts of health systems and communities, from the local to the global level. PREREQUISITE: None.

OTR7500: Occupational Therapy Theory in Practice, Education, and Research (3)
Analysis of occupational therapy theory and its application to and influence on occupational therapy practice, education, and research. PREREQUISITE: None

OTR7700: Occupational Therapy Scientific Inquiry and Research I (Residency I included) (3)
Students explore quantitative and qualitative research designs, methodologies, research processes and products, and apply their knowledge to the development of a research proposal. Students explore options for potential research methods and ideas to implement in their own work settings. Residency I - The purpose of this residency is for students to present, discuss and reflect on the scholarly work developed to date and analyze/critique others work and perspectives to continue to develop critical analysis and scholarship skills. PREREQUISITE: None

OTR7900: Occupational Therapy and Community-Based and Population-Based Practice (3)
Occupational therapy models are examined and applied to address both community-based and population-based issues from a public health and occupation-based perspective, such as prevention and health promotions, aging in place, and others. PREREQUISITE: None

OTR8100: Occupational Therapy Scientific Inquiry and Research II (3)
This course is a continuation of OT Research I. This course focuses on conducting the actual research planned in Research I and preparing to disseminate findings. Students enhance their knowledge of data analysis methods, both qualitative and quantitative. PREREQUISITE: None

OTR8300: Occupational Therapy and Legal, Ethical, and Policy Issues (3)
This course is designed to advance occupational therapists' knowledge regarding the important role law, ethics, and policy play in determining occupational therapy practice. Students develop/enhance skills to analyze political, legislative, legal, and ethical aspects of practice and broader public health issues. Examples of issues discussed include, reimbursement, workers' compensation, the Americans with Disabilities Act, IDEA, privacy & confidentiality, guardianship, malpractice issues, regulatory reform and advanced directives, among others. PREREQUISITE: None

OTR8500: Evidence-Based Practice and Occupation Practice (Residency II included) (3)
This course expands students' knowledge of principles of evidence-based practice and policy, practice guidelines, and information utilization to promote evidence-based practice in clinical practice, education, research, and advocacy. Residency II -Students will have the opportunity to share their research interests/projects and analyze/critique each other's ideas/proposals, and reflect on their own learning to date within the context of occupational therapy practice, research, and education. PREREQUISITE: None

OTR8800: Writing for Publication (3)
This course guides the doctoral student through the process of writing for publication. Students will begin with a rough draft they wish to develop into a manuscript to submit for publication. Each student will be assigned to a faculty who will mentor the learner through this process and work within a cluster of faculty and students to develop and review manuscripts.
PREREQUISITE: None

OTR8900: Capstone Seminar (Residency III included) (3)
This capstone course focuses on knowledge synthesis and application and not on instruction. In this capstone course, students synthesize what they have learned throughout the program, reflect on that knowledge, and apply it to a scholarly project. Students will complete their capstone project under the supervision of their capstone committee. PREREQUISITE: None

Residency III- Students will have the opportunity to share the outcomes of their capstone projects, lessons learned, and directions for future clinical research and scholarship to advance the profession. A key component of this last residency is the opportunity for students to discuss and reflect on their experiences in the program and new insights and perspectives they have gained, and provide input for program evaluation and improvement.

Physical Therapy

PTR7050: Gross Anatomy (5)
Gross Anatomy is designed to present an in-depth examination of the musculoskeletal system of the human body. There will be limited considerations of pertinent aspects of other body systems. The course material will be presented in lecture format and supplemented with laboratory experiences with human cadaver dissections, audiovisual material, and anatomical models. Topics the covered include the axial skeleton, the vertebral column, the rib cage, the upper extremity lower extremity, thorax, abdomen, pelvis, head and neck.

PTR7051: Gross Anatomy Laboratory (0)
The laboratory experience supplements PTR7050 with human cadaver dissection, software for anatomy study, examination of anatomical models and surface anatomy palpation.

PTR7131: Scientific Inquiry I (1)
Evidenced Based Medicine is the process of finding, appraising and using research findings in order to make sound patient management decisions. This course introduces the learner to the basic concepts of EBM and is the first in the Scientific Inquiry series. Students will learn how to

formulate relevant clinical questions, search and critically appraise the medical literature and implement useful findings into clinical practice. Students will also be introduced to the research requirements and process for the doctor of physical therapy degree at AIC. Teaching methods will include web-based instruction, case studies, small group discussions and lecture. PREREQUISITE: Successful completion of all previous coursework.

PTR7133: Foundations of Clinical Medicine (2)
This course is the first in a series of clinical medicine courses designed to provide the physical therapy student with knowledge of human pathology of selected body systems including implications for patient management. Topics covered are inflammation, wound healing, immune responses, basic oncology, infectious diseases, liver diseases and specific diseases of the endocrine, gastrointestinal and genitourinary systems. This is a foundational course as it promotes an understanding of disease processes and it guides the student in application and analysis of medical pathology in patient care. It is taught concurrently with Fundamentals of Patient Management I and II. Teaching methods will include lecture, readings and discussions. This course prepares the student for their first clinical education experience, PTR7336. PREREQUISITE: Successful completion of all previous coursework

PTR7145: Kinesiology (3)
This course introduces the student to basic concepts of biomechanics as applied to human functional anatomy and motion. Primary areas of study will include kinematics, kinetics, muscle function and anthropometry. This course prepares the student for further study of movement dysfunction across the curriculum. PREREQUISITE: Successful completion of all previous coursework

PTR7150: Fundamentals of Patient Management I (4)
This course provides a foundation for examination and diagnostic skills relevant to orthopedic, neurological, cardiopulmonary and integumentary pathologies. This course introduces the student to the Nagi model of disablement, the International Classification of Functioning, Disability and Health (ICF) and to the five elements of patient/client management as described in the Guide to Physical Therapist Practice. Primary areas of emphasis in this course are examination procedures including history taking, systems review and basic tests and measures such as assessment of vital signs, reflexes, joint range of motion and strength. In addition, the student will also learn documentation using a SOAP note format. PREREQUISITE: Successful completion of all previous coursework

PTR7151: Fundamentals of Patient Management I Laboratory (0)
This laboratory experience supplements PTR7150 with practice of examination technique, assessment tools, basic tests and measures and documentation. PREREQUISITE: Successful completion of all previous coursework

PTR7160: Fundamentals of Patient Management II (4)
This is one of two fundamental patient management courses in which the student will begin to acquire clinical skills. It is intended to serve as an introduction to the profession of physical therapy. The course will cover basic clinical techniques such as bandaging, positioning and transferring patients, gait training, wheel chair assessment, application of various heat and cold modalities, hydrotherapy, paraffin, ultrasound and nerve and muscle stimulating currents. This

course is designed to prepare the student to critically analyze a patient and provide interventions to those patients in the acute, sub-acute, rehabilitation and homecare settings. PREREQUISITE: Successful completion of all previous coursework

PTR7161: Fundamentals of Patient Management II Laboratory (0)
This laboratory experience supplements PTR7160 with practice of patient handling techniques, gait training with assistive devices and application of therapeutic modalities. PREREQUISITE: Successful completion of all previous coursework

PTR7170: Fundamentals of Patient Management III (2)
This is one of five courses in which the student will develop clinical skills. It is intended to serve as an introduction to the profession of physical therapy. The course will cover basic patient handling skills such as, positioning and transferring patients advancing to gait training components, wheelchair assessment and OSHA guidelines. This course is designed to prepare the student to critically analyze a patient and provide interventions to those patients in the acute, sub-acute, rehabilitation and homecare settings. PREREQUISITE: Successful completion of all previous coursework

PTR7210: Musculoskeletal Patient Management I (4)
This course continues the series on management of the patient with musculoskeletal dysfunction with an emphasis on patient examination, evaluation, diagnosis and prognosis. The course emphasizes a Cyriax-based examination scheme and also includes basic McKenzie principles for diagnosis of spinal disorders, gait and postural analysis. PREREQUISITE: Successful completion of all previous coursework

PTR7211: Musculoskeletal Patient Management I Laboratory (0)
This laboratory experience supplements PTR7210 with practice of musculoskeletal examination techniques including those associated with diagnostic principles and gait and postural analysis. PREREQUISITE: Successful completion of all previous coursework

PTR7220: Musculoskeletal Patient Management II (4)
This course focuses on treatment intervention techniques such as therapeutic exercise, massage, extremity mobilization and spinal traction and prepares the student for the design, implementation and evaluation of treatment programs. This course is designed to prepare students to perform patient interventions specifically in the outpatient setting, but can also be adapted to the acute care, sub-acute, rehabilitation and home care setting. This course is integrated with Gross Anatomy, Musculoskeletal I, Musculoskeletal Clinical Medicine and Kinesiology. PREREQUISITE: Successful completion of all previous coursework

PTR7221: Musculoskeletal Patient Management II Laboratory (0)
This laboratory experience supplements PTR 7220 with practice of musculoskeletal interventions including joint mobilization, traction, soft tissue mobilization and therapeutic exercise. PREREQUISITE(S): Successful completion of all previous coursework

PTR7230: Neuroscience I (2)
Neuroscience I and II will introduce the students to the neuroanatomy and neurophysiology of the central nervous system. Emphasis will be placed on the sensory and motor functions of the human nervous system. The application of basic neuroscience to clinical practice will be included. Current research topics and methodology will be discussed to foster an ongoing ability to integrate new information. PREREQUISITE: Successful completion of all previous coursework

PTR7232: Musculoskeletal Clinical Medicine (2)
This is the second in a series of three clinical medicine courses designed to acquaint the student with medical aspects and pathologies of diseases and disabilities. The first orthopedic unit follows Fundamentals of Patient Management, for basic orthopedic clinical terminology and runs concurrently with Musculoskeletal Patient Management II. Also included are special units on the management of hand problems and maternal adaptations to pregnancy. PREREQUISITE: Successful completion of all previous coursework

PTR7237: Professional Foundations (1)
Professional Foundations is a course which will introduce the student to a range of contemporary professional issues in the delivery of physical therapy practice. These issues include, but are not limited to an overview of the health care delivery system, the roles of the PT within society, the APTA, professional conduct, standards of practice, ethical issues, critical thinking, and the importance of self-reflection. The course will also familiarize students to the expectations of clinical education experiences including the role of clinical faculty, professional behaviors and the Clinical Performance Instrument. This course prepares the student for participation for PTR 7336 – Clinical Education I. PREREQUISITE: Successful completion of all previous coursework

PTR7241: Scientific Inquiry II (3)
Facility with the application of statistical methods used in physical therapy and rehabilitation research is essential to implementing Evidence-based Practice (EBP) and improving patient care. Students will learn to analyze and interpret descriptive and inferential statistics. Emphasis will be placed on evaluation of diagnostic tests, the reliability of patient assessment, assessment of meaningful clinical change, identification of intervention responses and use of clinical prediction models. Readings, class discussion, in-class exercises and exams will focus on applying statistical analyses to specific aspects of patient care. PREREQUISITE: Successful completion of all previous coursework

PTR7242: Exercise Physiology (3)
This course investigates the principles of exercise physiology, including physiologic function, muscle architecture and biological responses to various forms of exercise. Lecture sessions will focus on the basic principles and expected responses to exercise. Selected topics will include aerobic and anaerobic metabolism, muscle structure and physiological responses to exercise. PREREQUISITE: Successful completion of all previous coursework

PTR7336: Clinical Education I (10-12 Weeks) (7)
Clinical Education I is the first in the series of three clinical education experiences in which the student will have the opportunity to perform examinations and interventions in a clinical setting. The assignment will be 40 hours/week for a 10-12 week period beginning at the end of the first academic year. The experience is designed to permit progressive responsibility in patient examination and treatment. PREREQUISITE: Successful completion of all previous coursework

PTR7430: Neuroscience II (2)
Neuroscience I and II will introduce the students to the neuroanatomy and neurophysiology of the central nervous system. Emphasis will be placed on the sensory and motor functions of the human nervous system. The application of basic neuroscience to clinical practice will be included. Current research topics and methodology will be discussed to foster an ongoing ability to integrate new information. PREREQUISITE: Successful completion of all previous coursework

PTR7431: Scientific Inquiry III (3)
This research course will critically explore the issues involved in conducting and evaluating research in physical therapy. Concepts from Scientific Inquiry I will be reinforced while examining the nature, relevance and application of qualitative and quantitative research methods as they relate to assessment and intervention outcomes in the context of evidence-based practice. Students will learn the concepts, theories and tools necessary to formulate a research question. Emphasis will be placed on the strengths and weaknesses of different types of research design, validity and reliability of outcome measures, types and effects of research biases and review of clinical research literature. PREREQUISITE: Successful completion of all previous coursework

PTR7433: Neuromuscular Clinical Medicine (3)
This course is the third in a series of three clinical medicine courses and provides an overview of pathological conditions affecting the central and peripheral neuromuscular systems. Emphasis is placed on pathology etiology, clinical signs and symptoms as well as implications for patient management. This information will establish a foundation for management of patients with neuromuscular dysfunction. The student integrates this knowledge with physical therapy patient examination in Neuromuscular Patient Management I and patient intervention planning in Neuromuscular Patient Management II. PREREQUISITE: Successful completion of all previous coursework

PTR7450: Neuromuscular Patient Management I (4)
This course examines the theoretical and clinical basis for the examination and treatment of patients with neurological impairments. Historical and current theories of CNS function, motor control, motor learning and motor development will be used as the framework for this process. Examination procedures and findings and their implications for therapeutic interventions will be explored based on the ICF and the Nagi Model of Disablement and evidence-based practice. The format of this course will be lecture/laboratory style, including patient demonstrations, movement analysis and examination procedures. PREREQUISITE: Successful completion of all previous coursework

PTR7451: Neuromuscular Patient Management I Laboratory (0)
This laboratory experience supplements PTR7450 with practice of neuromuscular examination techniques, patient observations and movement analysis. PREREQUISITE: Successful completion of all previous coursework

PTR7460: Gait, Orthotics and Prosthetics (4)
This course introduces the student to the components of normal and pathological gait across the lifespan. The normal mechanics of gait are the basis for the biomechanical assessment of the foot and ankle and patient management for orthotic and prosthetic prescription and training. PREREQUISITE: Successful completion of all previous coursework

PTR7461: Gait, Orthotics and Prosthetics Laboratory (0)
This laboratory experience supplements PTR7460 with gait observation and analysis and practice of lower extremity assessment. PREREQUISITE: Successful completion of all previous coursework

PTR7520: Neuromuscular Patient Management II (4)
This course examines the theoretical and clinical basis for the treatment of patients with neurological impairments. Evidence for historical and current intervention approaches will be discussed. Students will design, implement, progress a plan of care and analyze functional outcomes. The format of this course will be lecture/laboratory style, including patient demonstrations, movement analysis and exploration of handling skills. PREREQUISITE: Successful completion of all previous coursework.

PTR7521: Neuromuscular Patient Management II Laboratory (0)
This laboratory experience supplements PTR7520 with practice of neuromuscular intervention techniques, patient observations and movement analysis. PREREQUISITE: Successful completion of all previous coursework

PTR7527: The Principles of Teaching and Learning (2)
This course will examine the principles of teaching and learning across the lifespan affecting the patient, family, and patient therapist relationship. Students will discuss issues regarding teaching peers, patients, caregivers and the community. Learning theory and styles and the interactive use of technology will be emphasized. Students will also investigate their own self-awareness, interpersonal communication, problem solving and coping mechanisms.

PTR7531: Pharmacology (2)
This course is a study of drugs with an emphasis on how drugs interact with physical rehabilitation. The course will cover pharmacotherapeutics about specific drugs that are used to prevent, treat, or diagnose disease; pharmacokinetics to understand how the body handles a drug including differences for different age groups and health circumstances; and pharmacodynamics for what a drug does to the body including side effects. Pharmacology is fundamental for disease management as well as appreciating medical health and wellness. This course prepares students for their final internships, PTR7536 and PTR7730.

PTR7533: Integumentary Patient Management (3)
This course is an advanced integumentary patient management course in which students study patient/client management concepts pertaining to disorders of the integumentary system across the lifespan. It is a culminating integumentary course following introduction to wound care in Foundations of Clinical Medicine. Major topics include evidence based physical therapy management of integumentary dysfunction associated with burns, traumatic injury, infection, vascular disease, lymphedema and pressure/mechanical wounds. PREREQUISITE: Successful completion of all previous coursework

PTR7535: Cardiopulmonary Clinical Medicine (2)
This course is the fourth in a series of clinical medicine courses and provides an overview of pathological conditions affecting the cardiovascular and respiratory systems. Emphasis is placed on pathology, etiology, clinical signs and symptoms as well as implications for patient management. This information will establish a foundation for examination and treatment of patients with cardiopulmonary dysfunction. The student integrates this knowledge with Cardiopulmonary Patient Management which is taught concurrently. PREREQUISITE: Successful completion of all previous coursework

PTR7536: Clinical Education II (10-12 Weeks) (7)
Clinical Education II is the second in a series of three clinical education experiences in which the student will have the opportunity to perform examinations and interventions in the adult population across the practice patterns. The assignment will be 40 hours/week for a 10-12 week period beginning at the end of the second academic year. PREREQUISITE: Successful completion of all previous coursework

PTR7539: Psychosocial Aspect of Illness and Disability (1)
This course examines the psychosocial concepts affecting the patient, family, and the patient therapist relationships. You will increase your skills in recognizing and caring for individuals experiencing acute, chronic, psychiatric disabilities and terminal illness. You will investigate your own self-awareness, interpersonal communication, problem solving, and coping mechanisms. We will also explore elder and child abuse, domestic violence, ageism and cultural diversity as it relates to healthcare. Active and collaborative learning will be utilized in this course. This will require you to analyze, synthesize, and evaluate information in discussion with other students

PTR7541: Health and Wellness (2)
This course investigates the components of health promotion and wellness programs presented with an emphasis on prevention and the promotion of health and wellness. Concepts and constructs of health and wellness in relation to individuals and populations will be reviewed and analyzed. Promotion of health, health of Americans (Healthy People 2020) and world health (World Health Organization, WHO) are discussed. Students examine and apply theories and models relevant to changing health behavior. PREREQUISITE: Successful completion of all previous coursework

PTR7542: Cardiopulmonary Patient Management (4)
This course focuses on management of the patient with cardiopulmonary dysfunction or disease with an emphasis on patient examination, evaluation, diagnosis, prognosis and evidence-based interventions. Students will examine the normal function of the cardiopulmonary system across the life span as the basis for pathogenesis and the application of physical therapy management. PREREQUISITE: Successful completion of all previous coursework

PTR7543: Cardiopulmonary Patient Management Laboratory (0)
This laboratory experience supplements PTR7542 with practice of cardiopulmonary tests and measures, intervention techniques and use of the simulation models. PREREQUISITE: Successful completion of all previous coursework. CO-REQUISITE: PTR7542

PTR7630: Scientific Inquiry IV (1)
Scientific Inquiry IV is one of the culminating courses in the scientific inquiry sequence. Students participate in faculty supervised independent study with the ultimate goal of completion of a capstone project in the form of a clinical case report. Students will identify and research a clinical case, a systematic review, a research project, an education project or a community service activity. Student will submit their proposal for approval in order to progress to Scientific Inquiry V. PREREQUISITE: Successful completion of all previous coursework

PTR7631: Differential Diagnosis and Imaging (3)
The course will explore the principles of differential diagnosis in which the student will develop a systematic method of distinguishing between disorders of similar character by comparing their signs and symptoms. A case-based approach will be used in this course. Principles of imaging, including radiography, CT scans, MRI, special studies and arthrography will also be discussed. The course prepares students for their final clinical education experience. PREREQUISITE: Successful completion of all previous coursework

PTR7633: Health Policy and Administration (3)
This course focuses on leadership theory and principles, organizational processes, policy formation, political aspects of the Affordable Healthcare Act and various components of private practice. Upon completion of this course, students will be prepared to incorporate the values of transformational leadership into their personal leadership plan, understand the progression of starting their own practice and navigate the contemporary healthcare environment. A current research-based approach will be used to explore leadership, healthcare innovation and political influences in order to create models that may expand the profession of physical therapy. PREREQUISITE: Successful completion of all previous coursework

PTR7641: Complex Patient: Integrative Seminar (2)
The Complex Patient seminar integrates both clinical and basic science knowledge and skills acquired throughout the curriculum by analyzing patients with multiple diagnoses and movement dysfunction. Students will have the opportunity to apply clinical decision-making skills to the dynamic interaction of multiple system variables (physiological, biomechanical, psychological, social, cultural and environmental) and their impact on the disease and recovery process. Tests, measures and interventions will be discussed related to the diagnostic categories described in the Guide to Physical Therapist Practice. The format of this course will include a variety of learning

experiences including presentations by expert clinicians, small group discussions, patient based experiences, video demonstrations and written assignments. PREREQUISITE: Successful completion of all previous coursework

PTR7650: Pediatric Patient Management (4)
This course integrates knowledge from core curriculum courses as it relates to normal development and pediatric disorders. The course will examine the clinical decision-making process involved in pediatrics with regards to musculoskeletal, neurological, cardiopulmonary and neonatal impairments. The student will be knowledgeable in the tests, measures and examination, evaluation and intervention strategies as described in the Guide to Physical Therapy Practice. The student will explore evidence-based medicine for further investigation of the efficacy of physical therapy outcome measures in pediatrics. The student will recognize and internalize the psychosocial impact on children and families with disabilities. A variety of learning experiences will be provided to develop critical thinking skills. PREREQUISITE: Successful completion of all previous coursework

PTR7651: Pediatric Patient Management Laboratory (0)
This laboratory experience supplements PTR7650 with observation of pediatric patients, pediatric handling techniques and intervention strategies. PREREQUISITE: Successful completion of all previous coursework

PTR7660: Musculoskeletal Patient Management III (4)
This course requires integration of material previously learned in Gross Anatomy, Kinesiology and the Patient Management and Clinical Medicine series. The focus of this course is on advanced examination and intervention skills for the patient with spinal and TMJ musculoskeletal impairments with an emphasis on evidence-based practice. Interventions will include muscle energy techniques, mobilization, manipulation as well as therapeutic exercise and patient education. Teaching methods for this course will include lecture, discussion, lab experience, on-site ergonomic analysis, patient demonstrations, case studies, student presentations and online lectures and discussions. PREREQUISITE: Successful completion of all previous coursework

PTR7661: Musculoskeletal Patient Management III Laboratory (0)
This laboratory experience supplements PTR7660 with practice of musculoskeletal examination and intervention techniques specific to the spine and temporomandibular joint. PREREQUISITE: Successful completion of all previous coursework

PTR7730: Scientific Inquiry V (1)
Scientific Inquiry V is the culminating course in the scientific inquiry sequence. Students participate in faculty supervised independent study with the goal of completion and dissemination of a capstone project in the form of a clinical case report, a systematic review, a research project, an education project or a community service activity . Students submit a manuscript, create a poster, prepare and present a platform presentation and disseminate their capstone projects with the college and local community. PREREQUISITE: Successful completion of all previous coursework

PTR7736: Clinical Education III (10-12 Weeks) (10)
Clinical Education III is the culminating clinical education experience. The assignment will be 40 hours/week for a 10-12 week period. The student will demonstrate entry level skills and knowledge necessary to enter into the professional practice of physical therapy upon completion of this course. PREREQUISITE: Successful completion of all previous coursework

Psychology

PSY5036: Applied Behavioral Statistics (3)
This course examines a variety of statistical methods. Students will apply statistical methods to actual human behavioral topics and issues. Coverage includes descriptive statistics: frequencies, percentages, central tendency, variability, graphing, skewness and kurtosis. Statistical analyses included are probability and inferential statistics, including *t* tests (one and two sample), ANOVA, Chi square, Pearson r correlation and regression. Basic preparation in mathematics is needed. PREREQUISITE: None

PSY5110: Legal Systems and Evidence Practices in Forensic Psychology (3)
The course is designed to give an overview of legal principles and practices which provide a framework for forensic psychology and the criminal justice system. An analysis of cases and statutes, pertinent to areas under consideration is emphasized together with instruction in fundamental aspects of legal research. Areas covered include investigation, evidence practices, initial appearance, arraignment, preliminary examination, trial, guilty pleas or conviction, sentence and release. PREREQUISITE: None

PSY5112: Psychological Aspects of the Criminal Mind and Criminal Behavior (3)
In this course students will study the criminal mind and behavior. A portion of this course will be dedicated to examining and discussing criminal profiling and serial killers. Another important segment of this course will deal with causes of criminal behavior especially related to child abuse, domestic violence, rape, murder and other violent offenses. Coverage will also include the study of the mind and behaviors of professionals in the courts, corrections, law enforcement, probation and parole. PREREQUISITE: None

PSY5114: Counseling Techniques in Forensic Psychology (3)
The purpose of this course is to provide the student with an understanding of counseling theory and specific skills as they relate to forensic psychology and criminal justice professionals. Topics will include treatment for substance use disorder, anger management, motivational interviewing, cognitive behavioral therapy and other current subject matter. The focus will be on the use of these skills to as an alternative to incarceration or to reduce recidivism. Emphasis will be placed on rapport development, listening skills and communication skills. Consideration will be given to problem-solving strategies, decision making and stress management. Some attention will be given to a review of vocational tests and interest inventories with emphasis on proper interpretation and use of results. PREREQUISITE: None

PSY5116: Psychological and Legal Aspects of Interpersonal Violence (3)
A psychological examination of domestic violence and its interaction with forensic psychology and the criminal justice system. Areas of focus include victim advocacy, causative factors, legal issues, substance abuse correlations and behavior modification programs. Particular emphasis will be placed on in-depth chronic offender profiles. PREREQUISITE: None

PSY5118: Ethical Practices in Forensic Psychology (3)
This course is designed to explore various ethical dilemmas in forensic psychology facing criminal justice professionals. Students will examine and discuss the ethical practice for forensic professionals in the courts, corrections, law enforcement, probation and parole. The content will include applying various theories of moral decision making, including moral rationalism, utilitarianism and Kant's categorical imperative to real-life and hypothetical situations confronting the criminal justice practitioner. PREREQUISITE: None

PSY5207: Applied Research Methodology and Evaluation (3)
This course examines social science research including evaluative methodologies and strategies, types of research, program evaluation, needs assessments, and ethical and legal considerations. Students will link statistical analysis and research methodology so that students may become a sophisticated research consumer as well as research producer. Understanding research strategy and the logic behind the statistical tests for applied purposes is an underlying theme of the course. This course will allow students to understand the nature of empirical research in developing surveys, educational interventions, program evaluations and therapeutic strategies. PREREQUISITE: None

PSY5217: Counseling Theories, Techniques, Practice and Consultation (3)
This course examines the major theories, principles and techniques of mental health counseling and the application of such theories to counseling settings. This includes the examination of the influence of psychoanalytic, interpersonal/social, cognitive and behavioristic theories on present therapeutic techniques. A number of treatment modalities and styles of counseling are evaluated and the relationship between the nature of the current DSM diagnoses and the effectiveness of each approach is discussed. Coursework, classroom discussion and role play are used to translate theoretical understanding into effective counseling behavior for a clear understanding of applying theoretical perspectives to work with clients and for consultation with individuals and families. PREREQUISITE: None

PSY5225: Family, Marriage and Couples Counseling and Consultation (3)
This course will provide students with a solid basis in General Systems Theory in relation to mental health counseling for family, marriage and couples counseling and consultation. Coverage will include theories and techniques that could be used by the counselor or psychologist in dealing with family, marriage, and couples' issues. Topics will include initial interview skills, therapeutic intervention modalities and the application of systems theory to the family setting. Included will be usefulness and application of theory to culturally diverse groups and diverse family dynamics in relation to counseling and consultation. PREREQUISITE: None

PSY5229: Crisis Intervention and Trauma Informed Care (3)
Includes studies of the theories and principles of crisis intervention as applied to therapeutic strategies for treatment. Students will also examine and discuss trauma-informed care practices for an understanding of the pervasive nature of trauma and to promote healing and to avoid re-traumatization in the counseling relationship. Provides a scientific bases of various approaches to trauma informed care and crisis intervention including short-term, long-term counseling methods, community and societal crisis, interventions with diverse clinical populations, professional skills for intervening, prevention techniques, evaluation of services and the roles and responsibilities of others participating in crisis intervention. PREREQUISITE: None

PSY5230: Principles and Practices of Guidance (3)
This introductory course is designed to acquaint the student with the basics of the need, primary focus, and ethics of guidance services. Issues related to school guidance practices, with an overview of the role and function of the school counselor, will be reviewed. Specifically, student scheduling, testing and assessment, career guidance, and college application and placement will be emphasized. Current trends in the field, as well as general guidance issues, will be explored. Emphasis is placed on the understanding that the guidance counselor serves as part of a collaborative team with a strong focus on consultation. PREREQUISITE: None

PSY5240: Theoretical Basis for School Counseling Practice (3)
This course will provide students with a broad, integrated perspective on the discipline of psychology and its practice. Students will begin with an overview of the philosophical ideas from which psychology developed. Major theoretical positions in psychology will be explored from an historical perspective moving to the present positions and focusing on current practice. Emphasis is placed on the educational and clinical implications of these basic positions. The neurological basis of learning and memory will also be considered. The student will develop an understanding of current trends in practice through a basic understanding of the theoretical foundations of psychology. PREREQUISITE: None

PSY5241: The Juvenile Justice System (3)
This course provides an in-depth look at the justice juvenile system from its historical origins to current practices. Special emphasis is placed on justice juvenile terminology, landmark cases, and procedures used with juveniles and their families. The social, economic and racial considerations of juveniles in difficulty with the law will be considered. The course will address juvenile recidivism rates. Students will become familiar with the polies and practices of organizations providing services to the juvenile population. PREREQUISITE: None

PSY5307: Career Development and Lifestyle Appraisal (3)
This course is designed to acquaint the student with vocational counseling practices in relation to career development and lifestyle appraisal. An understanding of and practice in career development assessment and career counseling techniques will be explored. Students will also explore professional orientation for a career in counseling. Sources of career assessment and appraisal, career information, lifestyle development, advantages and disadvantages of each source and methods of storing and disseminating information will be explored. Current issues in college planning and school-to-work transition programming will also be addressed. PREREQUISITE: None

PSY5317: Group Counseling Theories and Practice (3)
This course will examine the theoretical and experiential understandings of group development, purpose, dynamics, group counseling methods and skills, as well as leadership styles for group facilitation. Coursework covers the dynamics and processes of mental health groups (therapeutic, psychosocial, psycho-educational). An emphasis of this course is on personal growth and the counseling process within the group setting. Among the concepts included are curative factors, interpersonal learning, group composition, and tasks and techniques for change. Topics such as addiction, poverty, diversity, and education will be explored in understanding the individual response to group counseling. PREREQUISITE: None

PSY5316: Theories and Practices in Forensic Psychology (3)
This course will provide students with information about the various forensic theories and practices used by forensic psychologists and other criminal justice professionals. The theoretical background of forensic psychology is covered in this course along with the understanding of practices such as competency evaluations, assessment of violent behavior and dangerousness, child abuse/neglect, treatment issues, court testimony, police psychology and consultation to judges, attorneys and other law enforcement personnel. Students will obtain information about the numerous roles of professionals in the field of forensic psychology and will develop the skills and knowledge base that will prepare them to continue with specialized training in this area. PREREQUISITE: None

PSY5318: Applied Research in Criminal Behavior (3)
This course involves doing original research in the area of criminal psychology. Students will be involved in gathering data, statistically analyzing the data and writing the results of the research project. Students in this course will work as a research team investigating the correlates, theories, personality characteristics and possible explanations of criminal behavior. PREREQUISITE: PSY5205

PSY5322: Child and Adolescent Development (3)
This course is designed to give the students general knowledge of the typical course of development in children and adolescents in the major areas: physical, cognitive and social-emotional. The ages from 3 to 21 will be the focus of the information provided in this course since teachers, school counselors and school psychologists work within this age group primarily. The relative contribution of heredity and environment are considered when describing and explaining behavior. Specific focus is on the impact of early childhood education, poverty, abuse and technology on development as well as on the education process. Cultural, English language learning and socioeconomic factors are also addressed within the context of contemporary times. PREREQUISITE: None

PSY5325: Learning Theories and Behavioral Interventions (3)
Intensive coverage of the major learning theories in psychology and their epistemological roots in philosophy, both from the point of view of rationalism and empiricism. Students will incorporate the theories in applied behavioral interventions useful to counselor and psychologists when working with clients in need of behavioral changes. The emphasis will be on the twentieth century theorists and will include Pavlov, Thorndike, Watson, Guthrie, Hull and Skinner as

behaviorist-associationists and Wertheimer, Kohler, Lewin and Bruner on the cognitive gestalt side. Bandura's social modeling theory will be stressed, including discussions of racial prejudice and attitude change. Piaget's cognitive model will also be stressed, including discussion of qualitative differences in learning according to developmental stage. Coverage will also include processing models, cognitive acquisition theories and the basic models concerning the physiology of learning and memory. PREREQUISITE: None

PSY5338: Diagnostic Cognitive Assessment: WISC/WAIS/WCJ COG (3)
Provides a thorough understanding of the administration, scoring and interpretation of the WISC, WAIS and WCJ COG. Students will practice administration, interpretation and report writing for cognitive assessment. Subject analysis stresses an understanding of cognitive strengths and weaknesses. Scoring analysis covers comprehensive measures of cognitive abilities such as memory, achievement and intelligence in children and adults.Differential diagnosis is also integrated in the course from a treatment-planning perspective. A major emphasis will be placed on the proper administration, scoring, interpretation and preparation of a written report based of cognitive scales. PREREQUISITE: None

PSY5347: Psychopathology: Assessment, Diagnosis and Treatment (3)
This course includes the assessment, diagnosis and mental health treatment planning for psychopathological behavior. The symptomatology and criteria of disorders will be studied using the current Diagnostic and Statistical Manual of Mental Disorders (DSM) in relation to counseling and treatment. The standards for differential diagnosis will be clarified. Case studies will be utilized to cover processes from intake interviews, assessment, and diagnosis to the treatment planning. This course examines disorders in adulthood, adolescence, and childhood with consideration of the relationship between biological, social, psychological and environmental factors, as well as problems in classification and potential behavior systems. The concepts of normal and abnormal will be explored especially when attempting to understand the behaviors of culturally diverse groups. PREREQUISITE: None

PSY5350: Adolescent Psychology (3)
This course is a study of adolescent behavior, including current theories concerning the nature of adolescence. Emphasis is placed on physical, emotional and cognitive forces and how they interact to shape the adolescent personality. Students write a topical paper on some aspect of adolescence to gain a better understanding of the issues. PREREQUISITE: None

PSY5355: Systems and Theories in Counseling and Psychology (3)
This course traces the history of the major theoretical positions in psychology (structuralism, functionalism, behaviorism, gestalt and psychoanalysis) from their epistemological, both rationalistic and empirical and philosophical roots, dating from ancient Greece to the present time. Coverage will include discussions of the scientific method and the philosophy of science. Finally, contemporary positions, especially those involved in the cognitive revolution, will be covered from both the psychological and physiological points of view. Throughout these latter discussions, emphasis will be placed on the developmental aspects of human growth and mental health counseling. PREREQUISITE: None

PSY5407: Practicum in Mental Health Counseling (3)
This course provides students with an opportunity to put their acquired academic knowledge into clinical practice prior to their final year's internship. The practicum is defined as a distinctly defined, pre-internship, supervised curricular experience that totals a minimum of 100 hours. The practicum provides for the development of clinical mental health counseling and group work skills under supervision and may take place on the academic campus or in a clinical field experience site. Case studies will be used to build in-depth knowledge of the diagnostic criteria of disorders in the current DSM and to practice assessment, treatment and appropriate termination of the counseling relationship. In addition to developing counseling skills through the readings and exercises in the textbook, students also role-play counseling in the classroom and on recordings. Students explore their specific career interests and search for sites for the following year's internship experiences while preparing a portfolio of documentation to be kept by the student for future licensing. The practicum is utilized to meet the practicum requirements for licensure as a mental health counselor. Additional requirements may apply. Student is responsible for meeting any regulatory requirements for licensure. PREREQUISITE: PSY5215, PSY5415, PSY5345 Second year status

PSY5417: Human Growth and Development (3)
This course addresses the physical, cognitive and social-emotional development across the lifespan for children, adolescents, adults and the elderly, including a description of behaviors that are present at the various stages and explanations for those behaviors regarding relative contributions of heredity and environment. The major theories of physical, cognitive, affective and social development across the life span for individuals and families are applied to the understanding of learning, personality development, and mental health counseling practice. The sociocultural and social economic factors that may contribute to a developmental outcome are also considered. PREREQUISITE: None

PSY5418: Psychometric Tests and Measurement for Individuals and Groups
In this course, the student will be encouraged to develop a personal frame of reference around understanding of psychometric theories including validity, reliability and other facets of measurement used to understand group and individual assessment. Students will practice assessment procedures, data collection, scoring and reporting. Specifics include an examination of several diagnostic instruments such as personality and cognitive assessments including the WISC/WAIS, Mini Mental Status Exam, MMPI, TAT and Rorschach, etc. Problems involved in assessing dysfunction will be included, as well as the application of assessment and diagnoses to the selection of treatment modalities used by mental health counselors or psychologists. PREREQUISITE: None

PSY5430: Assessment Techniques in Forensic Psychology (3)
The focal point of this course will be on psychological assessments used in legal systems to aid in legal fact finding such as assessments of risk of danger to self or others, mental health, substance abuse, competency, and criminal intent. This course will familiarize students with the particulars of forensic assessment and test administration and will deal with techniques of synthesizing and integrating psychological and practical information into an effective forensic report. Emphasis will be placed on formal and informal assessment techniques, presenting problems, presentation of reports and collaboration with other professionals. Students will

develop skills in the assessment and diagnosis of disorders commonly found in forensic settings. PREREQUISITE: None

PSY5510: Counseling Theory and Practice (3)
Includes studies of major theories, approaches and procedures in counseling and psychotherapy; historical-cultural developmental contexts; case conceptualization and specific techniques used in contemporary therapeutic systems and their respective limitations; applications with various client populations; ethical and professional issues associated with counseling theories and practices. PREREQUISITE: None

PSY5520: Psychology of Human Growth and Development (3)
Includes studies of current theories of human lifespan development as influenced by genetic, biological and environmental factors, physical, cognitive, intellectual, language, behavioral learning, emotional and personality aspects of development, the nature and needs of individual's at all developmental levels. PREREQUISITE: None

PSY5530: Social and Cultural Bases of Behavior (3)
Includes studies of social psychology, group dynamics and processes, organizational behavior, attribution theory, socially inherited and transmitted patterns of pressure, expectations and limitations learned by individuals, unique characteristics of individuals, couples, families, ethnic groups and communities, issues and trends in a multicultural society (including culture, ethnicity, nationality, age, gender, sexual orientation, mental characteristics, physical characteristics, education, family values, religious values, spiritual values and socioeconomic status) and awareness of discriminatory attitudes and beliefs that can have a negative impact on group and individual relationships in various contexts. PREREQUISITE: None

PSY5540: Helping Relationships (3)
Includes studies of the basic building block and advanced counseling skills, the collaborative nature of the helper-client relationship, consultation skills, nonverbal and reflecting skills and the three stage helping model that drives the client's problem-managing and opportunity-developing action: helping clients tell their stories, helping clients determine what they need and want and helping clients develop strategies to accomplish their goals. PREREQUISITE: None

PSY5550: Group Work and Therapy (3)
This course includes advanced studies of theoretical approaches to and key concepts of group counseling and their practical applications. It focuses on the elements of group dynamics and process, group counseling methods, strategies and skills, historical and cultural contexts in which models were developed, leadership styles and practicalities of creating and leading groups. Students will research ethical and professional issues in group therapy practice and analyze various uses of group counseling or supervisory techniques. The role of an effective group leader and group leadership styles, group dynamics and social and cultural factors in groups will also be considered. PREREQUISITE: None

PSY5560: Career and Lifestyle Development (3)
Includes studies of career development theory and research, applications in counseling and educational settings, approaches to career decision-making processes, relationships between

career development and life factors, career development exploration techniques, skills for helping individuals consider career choice and lifestyle options and sources of occupational and educational information. PREREQUISITE: None

PSY5610: Appraisal and Diagnostic Techniques (3)
Includes introductory studies of the basic concepts of testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, alternative assessment and computer-managed and computer-assisted methods. PREREQUISITE: None

PSY5620: Abnormal Psychology (3)
Focuses on psychopathology and includes studies of the etiology and categorization of psychopathology, historical, sociopolitical, cultural, behavioral and epidemiological approaches to the systematic description of psychological disorders, use of the DSM-IV-TR in differential diagnosis, potential alternatives to the existing system and the roles of assessment, treatment planning and intervention for psychological disorders. Students will identify and articulate the ethical issues related to the diagnosis and treatment of abnormal behavior and mental illness and will demonstrate knowledge of the major diagnostic categories including current theories related to the development of the disorders and commonly used treatment strategies. Students will also explore the various emotional disorders and reactions to stress such as anxiety disorders, somatoform and dissociative disorders, affective disorders and the schizophrenias and related psychotic disorders. Course materials will also facilitate the various disorders related to social mal-development such as personality disorders and sociopathy, substance abuse disorders, eating disorders and sexual and gender identity disorders. PREREQUISITE: None

PSY5630 Human Sexuality for Counselors (3)
This course includes studies of the diverse nature and constructs of human sexuality. Students examine and discuss the relationship between sexuality, gender roles, gender identity, sexual behavior with mental health, self-concept, self-esteem, and lifestyle choices across the life span in relation to counseling treatment approaches and techniques. Perspectives of human sexuality including biological, behavioral, cultural, social, psychological, as well as clinical factors will be studied. The role of the professional counselor and counseling strategies are considered. PREREQUISITE: None

PSY5640: Research Methods and Program Evaluation (3)
This course examines a range of research methods, basic descriptive and inferential statistical analysis, needs assessment, ethical and legal considerations in research, steps of research design and implementation and the fundamentals of program evaluation through use of qualitative and quantitative methods. PREREQUISITE: None

PSY5710: Professional Orientation and Ethics (3)
This course examines the process of ethical decision making in the workplace and the role of the ethical leader. Theories of ethical decision making, principles and theoretical concepts will be covered. Students also will be encouraged to reflect upon their own ethical code and decision

making. Emphasis in this course is on the real life application of theoretical concepts. PREREQUISITE: None

PSY5720: Practicum in Counseling Psychology (1)
Optional as determined by state regulations. A pre-internship practice in application of counseling psychology principles and skills. Students must accumulate a minimum of 100 hours of practicum experience at a faculty-approved site. Includes practice of basic and intermediate individual and group counseling skills with clients to integrate theoretical knowledge from coursework with practical applications. A site-based clinical supervisor and a faculty advisor closely monitor activity of the learner throughout the process to ensure that all practicum activities are appropriate to the field of study. The faculty advisor and field (site-based) supervisor formally evaluate the progress of individual students. Students submit a practicum log and reflective essay to chronicle their growth and development and must receive satisfactory field evaluations. PREREQUISITE: None

PSY5738: Internship in Counseling Psychology I (3)
The first of two semesters of supervised internship in counseling psychology designed to integrate theoretical understanding with direct, hands-on exposure to practice. Fieldwork experience serves to provide practice of counseling psychology skills in an applied setting under the supervision of an experienced practitioner. Students must accumulate a minimum of 300 hours of Internship I (to meet the minimum requirement for the Program's 600 hour total internship hours*) at a site approved by the faculty in order to complete this requirement. All aspects of psychological practice - appraisal, therapeutic intervention and consultation are addressed in the internship experience. Both a site-based supervisor and faculty advisor will monitor the activity of the student throughout the internship process to ensure that all internship activities are appropriate to this field of psychology. The advisor and field (site-based) supervisor formally evaluate the progress of individual students. PREREQUISITE: Approval of advisor

PSY5838: Internship in Counseling Psychology II (3)
This is the second required semester of internship experience in counseling psychology. Students are required to accumulate a minimum of 300 supervised internship hours to complete this requirement, bringing the total internship hours to 600 to complete the program. (See additional requirements for individual state regulations). PREREQUISITE: Approval of advisor

PSY5938: Internship in Counseling Psychology III (3)
This is the third semester of internship experience in counseling psychology which some students may need to complete their state licensure requirements. Students are required to accumulate a minimum of 300 supervised internship hours to complete this requirement, bringing the total internship hours to 900 to complete the program. See additional requirements for individual state regulations (in some states, students may need to take third internship). PREREQUISITE: Approval of advisor

PSY6110: Biological Bases of Behavior (3)
Includes studies of the gross anatomy of the nervous system and the basic relationships between the brain, chemical neurotransmitters and behavior, right and left hemisphere specialization, learning disorders and learning style differences, relationships between neurotransmitters and

psychiatric disorders, biological bases of memory systems and retrieval processes including long-term, short-term, episodic and semantic memory. PREREQUISITE: None

PSY6210: Personality Theory and Development (3)
This course includes exploration of the theories, dynamics and processes of personality, the nature and causes of the personality proposed by major personality theorists, various modes of practice derived from psychoanalytic/psychodynamic, psychophysiological, behavioral, cognitive, humanistic and existential theoretical paradigms, the symptomologies of major psychiatric disorders and the use of the DSM-IV-TR in practice. In this course, students will articulate the major psychological theories of personality and the characteristics of an individual which provide the foundation of the personality and will research the theories of etiology and development of personality characteristics. Students will also explore psychologically healthy and deviant personality functioning within varied social and cultural contexts and ways in which stable characteristics are modified. PREREQUISITE: None

PSY6220: Family Therapy (3)
This course focuses on the history, theory and practice of family therapy with analysis and comparison of beliefs, therapeutic strategies and techniques of the most prominent approaches. It includes the study of differences between individual and systems approaches to helping families and the use of the genogram in family therapy, as well as the role and functions of a family therapist. In this course, students will research and explore specific issues in family dysfunction, including cultural and social phenomena, addictions and abuse, alternative family structures. Students will also explore current treatment issues in working with diverse family structures and subsequently better understand the role of marital, couple and family counselors/therapists in various practice settings and in relation to other helping professionals. The course will also cover ethical and legal considerations specifically related to family and systems related work. PREREQUISITE: None

PSY6225: Psychology of Behavior Management for Special Needs Children (3)
Basic behavioral measures and techniques involved in working with special needs children, including theory, assessment, materials and problem remediation. Special attention is given to communication, observation and group management skills. PREREQUISITE: None

PSY6230: Psychology of Exceptional Children (3)
Exceptional children are those for whom special educational programming is considered necessary. In this course, we consider the characteristics, prevalence, etiology, neurological correlates (if applicable), developmental course, assessment and treatment for the categories of learning disabilities (including reading disability and nonverbal LD), ADHD, Autism/Asperger's syndrome, children with limited English proficiency, children from culturally diverse backgrounds and the gifted and talented. PREREQUISITE(S): None

PSY6310: Psychopharmacology (3)
The study of psychopharmacology, including ways in which drugs interact with the brain to affect cognitive processes and behavioral states, the fundamental principles of psychopharmacology including pharmacokinetics and chemical neurotransmission, specific classes of drugs and their applications to the treatment of psychological disorders including

anxiety, depression, bipolar mood and psychotic disorders and substance use and abuse through topics including basic neurophysiology, addiction processes and the effects of licit and illicit drugs. PREREQUISITE: None

PSY6330: Theories of Learning Disabilities (3)
This course is designed to familiarize the student with the field of learning disabilities and acquaint students with the various concepts of learning disability and the changing and developing perspectives during the past 20 years. Included will be a review and evaluation of the evidence for the existence of a social learning disability and nonverbal learning disabilities. The evidence for a neurological basis of learning disabilities is explored. Definitions and terms are introduced and discussed. Particular emphasis is placed on the concept that a learning disability is not a single entity that will respond to a single remedial strategy but exists rather as a multi-dimensional phenomenon basically occurring in the context of school-related tasks. PREREQUISITE: None

PSY6410 Substance Use Disorders and Addiction Counseling
This course encompasses the understanding of substance use disorder within the criteria of the current DSM and addiction as a disease within the medical model. Students will be introduced to contemporary theories on the social, physiological, psychological and emotional components of addiction. The appropriate mental health counseling treatment modalities for addiction and co-occurring disorders will be reviewed and practiced through an understanding of the stages, effects and processes of addiction. This course will cover preventions, interventions and outreach strategies related to addiction and recovery counseling. Medically assisted treatment will also be discussed. PREREQUISITE: None

PSY6507: Issues and Ethics in Professional Orientation (3)
The purpose of this course is to acquaint the student with the major ethical issues in the practice of mental health counseling and psychology. This course includes the understanding of professional roles and functions of counselors or psychologists, with particular emphasis on legal and ethical standard through ethical case conceptualization, analysis and decision making as it relates to clinical practice. The course involves an intense analysis of the philosophical, technical and consultative issues contributing to the professional identity and function of the counselor or psychologist in a variety of clinical settings. Emphasis will be placed on the practical application of theory and the demands of particular setting. This course stresses professional ethics and general standards of conduct by examining the standards set by the code of ethics of the American Counseling Association and the American Mental Health Counselors Association for the understanding of licensure and regulatory practices. In addition, a guide for this section of the course is also the American Psychological Associations Code of Ethics. PREREQUISITE: None

PSY6517: Psychopharmacology and Substance Abuse (3)
This course covers the fundamental principles of pharmacology, drug actions, tolerance, clinical use of psychotic medications, substance abuse and addiction treatment. The classifications, indications, effective dosages, and side effects of commonly prescribed psychopharmacological medications will be discussed. A component of this course includes a focus on addiction and the treatment of individuals within this special population relevant to mental health counseling.

Research that explores the efficacy of medications taken during treatment, specific treatment programs and the degree of recidivism is presented. PREREQUISITE: None

PSY6578: Directed Study (3)
In these courses, a student pursues, in-depth, an individualized program of reading and/or research with supervision by first and second core faculty. PREREQUISITE: By permission only

PSY6588: Directed Study (3)
In these courses, a student pursues, in-depth, an individualized program of reading and/or research with supervision by first and second core faculty. PREREQUISITE: By permission only

PSY6598: Directed Study (3)
In these courses, a student pursues, in-depth, an individualized program of reading and/or research with supervision by first and second core faculty. PREREQUISITE: By permission only

PSY6607: Clinical Skills in Treatment Modalities and Consultation (3)
This course examines the theoretical bases of the counseling processes, mental health counseling techniques, and their therapeutic applications in relation to the understanding and practice of counseling skills necessary for the mental health counselor and psychologists. This course will provide students with a number of treatment modalities and techniques such as cognitive behavioral therapy, and psychoanalysis to integrate the theories of treatment into specific situations that the counselor or psychologist will confront in actual practice. Case studies and simulations of therapeutic interventions will support the application of theories to practice. Topics will range from working with clients individually and multiple system membership to consultation around behavioral/emotional issues in a variety of clinical settings. The consultation model will be considered as it relates to counselors and psychologists within a multicultural model. PREREQUISITE: PSY5345

PSY6610: Theoretical Foundations in Complementary Health Counseling (3)
This course explores the theory base of complementary health counseling. The seminar begins with a stress and health exploration of the biological bases of health and disease and includes an overview of psycho-neuroimmunology stress and health. The course examines the contributions of learning theory and cognitive behavioral models, learned helplessness and self-efficacy, stress and coping with an emphasis on social bases of health and disease, Engel's bio-psychosocial hierarchy, family systems, health and disease and concludes with ethno-cultural variables and health and existential and meaning making models. PREREQUISITE: None

PSY6615: Multicultural Studies and Social Bases of Behavior (3)
This course examines the theories of multicultural counseling, issues and trends of a multicultural and diverse society and includes the foundational knowledge and skills needed to provide mental health counseling services to diverse populations in a culturally competent manner. This course covers a number of advanced topics in the general area of social and interpersonal psychology, including cultural, ethnic and group processes, familial patterns, sexual orientation, gender roles, disability status, religious beliefs, age, organizational behavior, group dynamics, status and role, attribution theory and leadership. Special emphasis will also be

placed on cultural diversity, including those issues related to cultural, racial and ethnic bases of behavior. PREREQUISITE: None

PSY6649: Field Based Research in School Guidance/School Adjustment (3)
This is an opportunity for students to apply the principles learned in their coursework to the practical application in the area of school counseling in order to improve student service. This is an action-based research project completed as part of a graduate degree. For those students who have decided not to pursue licensure, this research project may be completed in place of the advanced practicum. PREREQUISITE: None

PSY6678: Practicum in School Adjustment Counseling (3)
The practicum provides a culminating licensing experience for the student in a school setting, under the supervision of a certified school adjustment counselor and support of a college supervisor. The student is offered an opportunity to apply skills gained from coursework in the practice of school adjustment counseling. The supervising practitioner and college advisor help the student to develop appropriate goals, to effectively use interpersonal skills and to determine the areas to be further developed. Periodic meetings are scheduled with students and the college advisor as part of the practicum experience. A seminar class is a component of the practicum; it provides academic information, group supervision, and opportunity to share practical experiences. A Student Portfolio that focuses on the Massachusetts State Standards will be developed. The practicum is 900 clock hours. PREREQUISITES: Completion of a minimum of 30 graduate credits, passage of Communication and Literacy MTELs, GPA of 3.0 and approval of school district and Program Director's approval of the practicum application.

PSY6684: Independent Study in Forensic Psychology (3)
In this course, a student pursues, in-depth, an individualized program of reading and/or research with a specific faculty member. PREREQUISITE: Permission of department chair

PSY6689: Advanced Practicum with Seminar (6)
The advanced practicum with Seminar provides a culminating licensing experience for the student in a school setting, under the supervision of a certified school guidance counselor and support of a college supervisor. The student is offered an opportunity to apply skills gained from coursework in the practice of school counseling. The supervising practitioner and college advisor help the student to develop appropriate goals, to effectively use interpersonal skills and to determine the areas to be further developed. A seminar class is a component of the practicum; it provides academic information, group supervision, and opportunity to share practical experiences. A Student Portfolio that focuses on the Massachusetts State Standards will be developed. The practicum is 450 clock hours. PREREQUISITES: Completion of 30 graduate credits, passage of Communication and Literacy MTELs, GPA of 3.0 and approval of school district and Program Director's approval of the practicum application.

PSY6710: Applications in Complementary Health Counseling (3)
This course will examine how the theoretical foundations of complementary health counseling are applied in clinical practice. This seminar will begin with a survey of the assessment strategies of the complementary health counselor including bio-psychosocial approaches, interview, observational and behavioral methods and paper and pencil measures. Students will then proceed

to a survey of individual, group, family and large systems interventions, an examination of medical adherence and conclude with a discussion of supervisory and consultation issues in the field. PREREQUISITE: None

PSY6807: Mental Health Counseling Internship I (3)
This is the first semester of internship consisting of 300 hours of the 600 required minimum hours which in total includes a minimum of 240 clinical hours, and 45 hours of supervision (at least 15 of which were individual in nature and 15 of which were group in nature) provided by a supervisor who meets the definition of an approved supervisor by state regulations. This course is primarily an off-campus, supervised work experience, extending over two semesters and involving 16-20 hours per week. Internship is undertaken in the final year of the program. On-campus weekly meetings are required and are an integral part of the necessary supervision. All aspects of clinical experience from intake to discharge are covered with primary emphasis on face-to-face counseling interaction in relation to current DSM diagnoses. The internship is utilized to meet the internship requirements for licensure as a mental health counselor. Additional requirements may apply. May be repeated for further hours beyond the minimum. Student is responsible for meeting any regulatory requirements for licensure. PREREQUISITE: Majority of Coursework. Final year status. Practicum I and II.

PSY6809: Mental Health Counseling Internship II (3)
This is the second semester of internship consisting of 300 hours of the 600 required minimum hours which in total includes a minimum of 240 clinical hours, and 45 hours of supervision (at least 15 of which were individual in nature and 15 of which were group in nature) provided by a supervisor who meets the definition of an approved supervisor by state regulations. This course is primarily an off-campus, supervised work experience, extending over two semesters and involving 16-20 hours per week. Internship is undertaken in the final year of the program. On-campus weekly meetings are required and are an integral part of the necessary supervision. All aspects of clinical experience from intake to discharge are covered with primary emphasis on face-to-face counseling interaction in relation to current DSM diagnoses. The internship is utilized to meet the internship requirements for licensure as a mental health counselor. Additional requirements may apply. May be repeated for further hours beyond the minimum. Student is responsible for meeting any regulatory requirements for licensure. PREREQUISITE: Majority of Coursework. Final year status. Practicum I and II. Internship I.

PSY6810: Contemporary Issues in Complementary Health Counseling (3)
This course is designed to enable advanced students in the complementary health counseling specialization with the opportunity to consolidate their overall understanding of the field. The course focuses on large systems issues including ethical, legal and professional concerns, economic, political, organizational and policy issues and research methods in Complementary Health Counseling. PREREQUISITE: None

PSY6819: Clinical Experience in Guidance (6)
The purpose of the clinical experience is to provide a culminating experience for the student under the direct mentorship of a licensed School Adjustment Counselor or Licensed Guidance Counselor, Licensed Mental Health Counselor LMHC or School Psychologist with assistance from a college supervisor. A seminar is a component of the Clinical Experience. The student has

the opportunity to develop and apply skills gained during coursework to practice as a counselor. The advisor and mentor help the student develop appropriate goals, effectively use interpersonal skills, counseling skills, and consultation skills and to determine areas to be further developed. The student completes an action based research project during this 700-hour clinical experience. Since the student must qualify for an initial license before beginning the clinical experience this experience may be done on the job and is necessary for the professional license. PREREQUISITES: Initial license in School Guidance Counseling, permission from the Program Director.

PSY6820: The Psychology of Health (3)
This course will focus on the cognition of health, which addresses how thinking and reasoning are related to health behavior and illness. The course reviews how various cognitive processes such as risk perception, cost/benefit analysis, judgmental heuristics, norm perceptions, cognitive dissonance and control perceptions are related to the adoption of healthy and unhealthy behaviors and the processing of health information. The course will also cover the concurrent influence of motivational and affective influences such as defensiveness. Attention will be devoted to how people make health-related decisions (such as whether to screen for cancer), how they respond to health communications and how they mentally represent illness (as well as the extent to which cognitions determine the course and recovery from illness). This course takes a general theoretical approach. PREREQUISITE: None

PSY6829: Clinical Experience in School Adjustment (6)
The purpose of the clinical experience is to provide a culminating experience for the student under the direct mentorship of a licensed School Adjustment Counselor, Licensed Guidance Counselor, Licensed Mental Health Counselor LMHC or School Psychologist with assistance from a college supervisor. A seminar is a component of the Clinical Experience. The student has the opportunity to develop and apply skills gained during coursework to practice as a counselor. The advisor, mentor and seminar instructor help the student develop appropriate goals, effectively use interpersonal skills, counseling skills, and consultation skills and to determine areas to be further developed. The student completes an action based research project during this 700-hour clinical experience. Since the student must qualify for an initial license before beginning the clinical experience this experience may be done on the job and is necessary for the professional license**.** PREREQUISITES: Initial license in School Guidance Counseling, permission from the Program Director.

PSY6830: Spirituality in Counseling (3)
This course will focus on the study and application of theory and techniques to assist the counselor in the appropriate integration of spirituality into the counseling process. The course will promote the knowledge and skills that counselors should possess to effectively engage clients in the exploration of their spiritual and religious lives as they relate to other psychological concerns. PREREQUISITE: None

PSY6840: Nutrition-Health and Emotional Wellness (3)
This course will focus on the relationship between nutrition, diet and food and their role in emotional health and wellness. This course will provide students with practical information,

critical thinking skills and the scientific foundation needed to help clients make better informed choices about their diet and health. PREREQUISITE: None

PSY6845: Advanced Counseling Theory and Practice II (3)
This course will focus on advancing the development of psychological, behavioral and therapeutic skills needed to provide basic counseling services to students in elementary, middle and high schools. Emphasis will be on developing strategies to help students manage their anxiety and depression and to assist students as they work on academic underachievement, peer relationship problems, cultural differences, emotional disorders, gender-related issues, and bullying. PREREQUISITE: PSY 5215 or PSY 6605

PSY6850: Diagnostic Psychoeducational Assessment (3)
The purpose of this course is to learn how to carry out a psychoeducational assessment using appropriate assessment instruments and how to write an effective report of the assessment. Students will become familiar with the particulars of testing and test administration and will critique and study formal and informal tests and testing procedures in the areas of reading, math, language, attention deficit, cognitive functioning, and behavior. The influence and impact of standardized tests on groups such as racial, ethnic, cultural minorities and English Language Learners will be explored. This course will deal with the techniques of synthesizing and integrating psychological and practical information into an effective report and educational plan. Emphasis will be placed on assessment techniques, an overview of presenting problems, the development of appropriate intervention strategies, the presentation of psychological reports and consultation and collaboration with both parents and professionals**.** PREREQUISITE: None

PSY6855: Group Testing (3)
This course focuses on developing an understanding the nature and function of group assessments. This includes, but is not limited to, such areas as achievement, aptitude, interest, and vocational skill. The nature and purpose of tests such as the Massachusetts Comprehensive Assessment System, SAT, GRE, ASVAB, etc. are explored. Students will understand the issues of assessment norms, validity, and reliability, as well as general principles of test construction. Emphasis will be on the ability to interpret and integrate information obtained from assessment tools for the purpose of addressing student needs and on communicating assessment results to students, parents, and teachers. PREREQUISITE: None

PSY6889: Internship in Forensic Psychology (3)
This course is primarily an off-campus supervised work experience in a forensic setting involving approximately 10-15 hours per week for a total of 200 hours minimum over one or two semesters. All internships are usually undertaken during the final year of the program with approval of the internship professor. One hour of direct on-site supervision is required and will be provided by an expert in the field. On-campus meetings are also required and are an integral part of the supervision process. This internship is a non-licensure track experience and does not need to be supervised by a licensed individual. The experience will not meet the requirements for any licensure. All forensic experiences, broadly defined, will be considered as acceptable placements. PREREQUISITE: Final year.

PSY6899: Professional Portfolio (Capstone) (3)
This course provides a culminating experience that allows each student to reflect on his or her scholarly and professional growth over the program of study. In organizing the portfolio according to program competencies and values, the student provides evidence of his/her meeting those outcomes, as well as concentration-specific and individual goals laid out in the Degree Plan.

PSY6990: Culminating Experience Continuation

PSY6991: Culminating Experience Continuation 2

PSY7210: Advanced Human Growth and Development (3)
This course focuses on current theories of human development across the lifespan. Consideration of the influence of genetic and environmental factors will be included, as well as an advanced overview of the physical, cognitive, behavioral and emotional elements of development. The change process and strategies for facilitating appropriate development will be addressed. PREREQUISITE: None

PSY7220: Advanced Social and Cultural Foundations (3)
This course focuses on personal and professional awareness and sensitivity to issues of diversity and the impact of culture. Advanced studies will include models of cultural competency in all arenas of diversity, including race, ethnicity, gender, class, ability and more. The course will cover knowledge of pertinent concepts and issues and acquisition of skills applicable to multicultural situations. The course is also designed to look at issues of oppression in our society and the impact of that oppression. PREREQUISITE: None

PSY7230: Promoting Individual and Institutional Resiliency (3)
This course focuses on identifying factors that promote individual and institutional resiliency, especially in times of transition and change. Major theories and research on resiliency at both levels will be covered. Students will have the opportunity to build personal theories of best practice about how to build and nurture resiliency in themselves, their co-workers and those they supervise. PREREQUISITE: None

PSY7240: Collaboration, Colleagueship and Reflective Practice (3)
This course focuses on critical elements of sustaining individual and institutional health and wellness, as well as promoting optimal performance among individuals. Students will examine literature on the importance of building and maintaining collegial relationships, participating in reflective practice in action and developing workplace activities that promote learning, sharing and collaborating among individuals. PREREQUISITE: None

PSY7241: Clinical Supervision (3)
This course is designed to provide students with theoretical and practical knowledge of clinical supervision models, methods and issues. The course will explore supervisory roles, evaluation methods, research and socio-cultural issues in supervision. PREREQUISITE: None

PSY7315: Psychology Systems and Theories (3)
This course includes advanced and comprehensive studies focused on the major models and theories of psychology with a specific focus on the historical western philosophers and philosophies and subsequent theorists and theories that provide the foundations of the established models of modern psychological schools of thought and paradigms. PREREQUISITE: None

PSY7320: Advanced Professional Orientation and Ethics (3)
This course includes the study of ethical issues in a variety of counseling settings and includes the moral and legal bases for ethical codes and guidelines for human service professionals. The counseling relationship and ethical and professional conduct, standards and practices are considered. Issues related to client/counselor conflict and societal, legal and cultural values are included. The course will include a focus on methods and strategies for recognizing and resolving ethical dilemmas. PREREQUISITE: None

PSY7325: Organizational Theory and Development (3)
This course focuses on developing an understanding of the effects of organizational and managerial practices on individual self-fulfillment and systems effectiveness. Foundational theories of organizational development will be covered, as will theories of organizational change. Students will be introduced to action-research methods in organizational development. PREREQUISITE: None

PSY7326: Advanced Theories of Learning and Behavior (3)
This course includes studies of the principles and theories of learning and behavior including functionalist, associative and cognitive approaches and current research and practical applications of learning theories in clinical, educational and other applied settings. PREREQUISITE: None

PSY7330: Individuals and Groups in Organization (3)
This course focuses on micro-level topics related to individual and interpersonal processes within an organization, including how individual behaviors, cognitions and perceptions are affected by organizational context, structure, culture and values. Study of the critical skills needed by managers to support their ability to lead and work effectively in teams as well as to know when teams are not the best way to reach organizational goals is included. In spite of ongoing reliance on teams, many organizations do not create conditions to develop and support high performing teams. This course is designed to develop and hone the team management and membership skills of students. In particular, it focuses on helping students understand how to avoid or manage typical team "traps" that lead to ineffectiveness. PREREQUISITE: None

PSY7350: Individual and Institutional Ethics (3)
This course explores the topic of ethics in the professional domain. Students will be exposed to theories of ethical practice on both the individual and institutional levels. There will be opportunities to consider ethical dilemmas that one may face as a practitioner, as well as chances to reflect on one's own ethical code and values. PREREQUISITE: None

PSY7410: Advanced Group Work: Theory and Methodology (3)
This course includes advanced studies of theoretical approaches to and key concepts of group counseling and their practical applications. It focuses on the elements of group dynamics and process, group counseling methods, strategies and skills, historical and cultural contexts in which models were developed, leadership styles and practicalities of creating and leading groups. PREREQUISITE: None

PSY7415: Advanced Abnormal Psychology (3)
This course focuses on psychopathology and includes studies of the etiology and categorization of psychopathology, historical, sociopolitical, cultural, behavioral and epidemiological approaches to the systematic description of psychological disorders. Use of the DSM-IV-TR in differential diagnosis, potential alternatives to the existing system and the roles of assessment, treatment planning and intervention for psychological disorders. PREREQUISITE: None

PSY7420: Advanced Appraisal (Test and Measurements for Individual and Group) (3)
This course focuses on the study of theory and practice of appraisal, including issues of reliability and validity, evaluation procedures and test administration, as well as clinical and practical aspects of individual and educational testing and clinical diagnosis, integration and interpretation of data from a variety of appraisal procedures, report writing and the professional communication of appraisal results. It includes legal, ethical and social/cultural issues related to the appropriate use of major instruments for evaluating intelligence, aptitude, achievement, personality and neurological conditions and computer-managed and computer-assisted methods. PREREQUISITE: None

PSY7422: Interpersonal and Institutional Communications (3)
This course explores scholarly literature and research in the field of organizational behavior, focusing on key factors affecting successful communication, both between individuals and within the institution. This course helps students analyze styles and modes of communication in one-to-one, group and large-system settings. It offers an opportunity to deepen one's own understanding of his/her own communication style and skills, including verbal, non-verbal, perceptual and cross-cultural theory and research. PREREQUISITE: None

PSY7425: Principles of Psychological Assessment, Tests and Measurement (3)
This course focuses on the study of theory and practice of appraisal, including issues of reliability and validity, evaluation procedures and test administration, as well as clinical and practical aspects of individual and educational testing and clinical diagnosis, integration and interpretation of data from a variety of appraisal procedures, report writing and the professional communication of appraisal results. It includes legal, ethical and social/cultural issues related to the appropriate use of major instruments for evaluating intelligence, aptitude, achievement, personality and neurological conditions and computer-managed and computer-assisted methods. PREREQUISITE: None

PSY7430: Advanced Theory and Practice of Career and Lifestyle Development (3)
This course includes studies of career development theory and research and the application of these in counseling. Theoretical and operational foundations of career counseling, career decision-making and career development, including assessment and intervention, as well as

various career decision-making processes, are included. The relationship between career development and a range of life factors is considered. Practical skills for helping individuals consider career choice and lifestyle options are included. PREREQUISITE: None

PSY7435: Leadership, Creativity and Change (3)
This course explores scholarly literature and research related to leading organizations through change and sustaining renewal efforts. Application of theories related to leading organizations, organizational change, creative leadership, renewal and sustaining change will be emphasized. PREREQUISITE: None

PSY7440: Research and Program Evaluation (3)
This course includes advanced studies of a range of research methods and program evaluation. Topics include: basic descriptive and inferential statistical analyses, needs assessment, ethical and legal considerations in research and evaluation, research design and implementation and the purpose, fundamentals and process of program evaluation. Both qualitative and quantitative methods are considered. PREREQUISITE: None

PSY7465: Advanced Counseling Theory and Practice (Helping Relations) (3)
This course includes studies of major theories, approaches and procedures in counseling and psychotherapy, their historical-cultural developmental contexts and their applications and practice. Students will be exposed to an overview of current and emerging approaches to psychological counseling, including psychodynamic, existential humanistic, transpersonal, cognitive-behavioral and systems approaches. Emphasis is on both theory and practical applications of the various approaches. PREREQUISITE: None

PSY7510: Survey of Research Methods in the Social Domain (3)
This course focuses on an introduction to the selection and construction of a research design and choice of appropriate research methods for the student's inquiry to be undertaken. A variety of research methods will be reviewed. The design and collection of data, data analysis and ethical issues related to research with human subjects will be explored. PREREQUISITE: None

PSY7520: Adult Learning, Motivation and Transformation (3)
This course focuses on developing understanding of adult learning and the implications for professional practice. Regardless of role and formal job description, all institutional leaders must interact with adults and an understanding of the developmental tasks of personal and career cycles is essential. Knowing how to motivate individuals, support them through times of change and encourage risks that lead to positive transformation will be studied. Course content is designed to stimulate thinking about how to promote growth and transformation in one's own life and with others. PREREQUISITE: None

PSY8001: Advanced Professional Orientation and Ethics (3)
This course includes the study of ethical issues in a variety of counseling settings and includes the moral and legal bases for ethical codes and guidelines for human service professionals. The counseling relationship and ethical and professional conduct, standards and practices are considered. Issues related to client/counselor conflict and societal, legal and cultural values are

included. The course will include a focus on methods and strategies for recognizing and resolving ethical dilemmas. PREREQUISITE: None

PSY8005: Theory Orientation: Supervision with Specific Theoretical Direction (3)
This course will allow the student to focus on the specifics of supervision within varying theoretical orientations and populations. Noting the theory under consideration directs the learner towards understanding how supervision fits within that theory and methodology. PREREQUISITE: None

PSY8006: Advanced Counseling Theories and Practice (3)
This course focuses on the study of theory and practice of appraisal, including issues of reliability and validity, evaluation procedures and test administration, as well as clinical and practical aspects of individual and educational testing and clinical diagnosis, integration and interpretation of data from a variety of appraisal procedures, report writing and the professional communication of appraisal results. It includes legal, ethical and social/cultural issues related to the appropriate use of major instruments for evaluating intelligence, aptitude, achievement, personality and neurological conditions and computer-managed and computer-assisted methods. PREREQUISITE: None

PSY8009: Organizational and Human Flourishing (3)
This course explores two vibrant and emerging fields: Positive Psychology and Positive Organizational Scholarship (POS). One basic premise of positive psychology is that human flourishing- a life rich in purpose, relationships and enjoyment -will not result simply by curing pathology but requires building and capitalizing on human strengths and capacities. Topics of study include happiness, positive emotions, resilience, creativity, finding meaning and optimism. POS investigates collective and emergent processes of optimal functioning at the levels of individuals in organizations, groups in organizations and organizations as a whole. POS is premised on the belief that enabling human flourishing in organizations involves unlocking or building potential resources, capabilities and capacities in people, groups and systems. The focus on generative dynamics leads researchers to consider the role of positive emotions, positive meaning and positive relationships, among other mechanisms as keys to explaining human and collective flourishing. PREREQUISITE: None

PSY8012: Human Resource Management in Organizations and Institutions (3)
This course focuses on strategic issues and choices in acquiring, developing, motivating, managing and retaining a workforce, from the perspective of a general manager, or non-HR manager. Topics include employment law, job design and analysis, performance management, HR planning, staffing, training and development, compensation and incentive and employee/labor relations. PREREQUISITE: None

PSY8016: Advanced Appraisal (Tests and Measurements for Individuals and Groups) (3)
This course focuses on the study of theory and practice of appraisal, including issues of reliability and validity, evaluation procedures and test administration, as well as clinical and practical aspects of individual and educational testing and clinical diagnosis, integration and interpretation of data from a variety of appraisal procedures, report writing and the professional communication of appraisal results. It includes legal, ethical and social/cultural issues related to

the appropriate use of major instruments for evaluating intelligence, aptitude, achievement, personality and neurological conditions and computer-managed and computer-assisted methods. PREREQUISITE: None

PSY8020: Advanced Group Work: Theory and Methodology (3)
This course includes advanced studies of theoretical approaches to and key concepts of group counseling and their practical applications. It focuses on the elements of group dynamics and process, group counseling methods, strategies and skills, historical and cultural contexts in which models were developed and leadership styles and practicalities of creating and leading groups. PREREQUISITE: None

PSY8024: Leadership and Politics in Organizations (3)
This course examines the creation and execution of power relationships, political engagements and communications in institutions and organizations. Leadership styles and strategies for effectively navigating the political landscape with organizations will be explored. Students will have the opportunity to identify, analyze and critique their own social styles and leadership skills as part of their studies. PREREQUISITE: None

PSY8031: Advanced Theory and Practice of Career and Lifestyle Development (3)
This course includes studies of career development theory and research and the application of these in counseling. Theoretical and operational foundations of career counseling, career decision-making and career development, including assessment and intervention, as well as various career decision-making processes, are included. The relationship between career development and a range of life factors is considered. Practical skills for helping individuals consider career choice and lifestyle options are included. PREREQUISITE: None

PSY8036: Applied Behavioral Statistics (3)
This course examines a variety of statistical methods. Students will apply statistical methods to actual human behavioral topics and issues. Coverage includes descriptive statistics: frequencies, percentages, central tendency, variability, graphing, skewness and kurtosis. Statistical analyses included are probability and inferential statistics, including t tests (one and two sample), ANOVA, Chi square, Pearson r correlation and regression. Students will read, analyze and interpret written works or research by influential classic theorists and will present their findings in class. PREREQUISITE: None

PSY8208: Applied Fieldwork/Internship (3)
This course provides field-based experience that allows students to apply theoretical knowledge to professional and scholarly objectives and arrange supervision, where necessary. Faculty approval is required before the internship can commence. PREREQUISITE: None

PSY8209: Appreciative Inquiry (3)
The theory and practice of Appreciative Inquiry, an approach to organizational change that emphasizes identifying and building on the good things that already exist in the system. The emerging field of Positive Organizational Scholarship is studied as well. PREREQUISITE: None

PSY8217: Counseling Theories, Techniques, Practice and Consultation (3)
This course examines the major theories, principles and techniques of mental health counseling and the application of such theories to counseling settings. This includes the examination of the influence of psychoanalytic, interpersonal/social, cognitive and behavioristic theories on present therapeutic techniques. A number of treatment modalities and styles of counseling are evaluated and the relationship between the nature of the current DSM diagnoses and the effectiveness of each approach is discussed. Coursework, classroom discussion and role play are used to translate theoretical understanding into effective counseling behavior for a clear understanding of applying theoretical perspectives to work with clients and for consultation with individuals and families. Students will read, analyze and interpret written works or research by influential classic theorists and will present their findings in class. PREREQUISITE: None

PSY8219: Practicum in Mental Health Counseling (3)
The purpose of the practicum is to provide experience for the student in counseling practice and supervision. The practicum is defined as a distinctly defined, pre-internship, supervised curricular experience that totals a minimum of 100 hours. The practicum provides for the development of clinical mental health counseling and group work skills under supervision and may take place on the academic campus or in a clinical field experience site. Case studies will be used to build in-depth knowledge of the diagnostic criteria of disorders in the current DSM and to practice assessment, treatment and appropriate termination of the counseling relationship. The student is offered an opportunity to apply skills gained from coursework to counseling practice through peer role plays and laboratory experience in individual, group, couple, and family interactions. Students may choose to complete their practicum experience at a conforming clinical field experience site. The student works under the direct supervision of an approved licensed mental health counselor or equivalent. Campus meetings are held with the college supervisor. Students explore their specific career interests and search for sites for the following year's internship experiences while preparing a portfolio of documentation to be kept by the student for future licensing. The practicum is utilized to meet the practicum requirements for licensure as a mental health counselor. Additional requirements may apply. Student is responsible for meeting any regulatory requirements for licensure. PREREQUISITES: PSY5215, PSY 9949, PSY9950, Second year status.

PSY8225: Family, Marriage and Couples Counseling and Consultation (3)
This course will provide students with a solid basis in General Systems Theory in relation to mental health counseling for family, marriage and couples counseling and consultation. Coverage will include theories and techniques that could be used by the counselor or psychologist in dealing with family, marriage, and couples' issues. Topics will include initial interview skills, therapeutic intervention modalities and the application of systems theory to the family setting. Included will be usefulness and application of theory to culturally diverse groups and diverse family dynamics in relation to counseling and consultation. Students will read, analyze and interpret written works or research by influential classic theorists and will present their findings in class. PREREQUISITE: None

PSY8227: Crisis Intervention and Trauma Informed Care (3)
Includes studies of the theories and principles of crisis intervention as applied to therapeutic strategies for treatment. Students will also examine and discuss trauma-informed care practices

for an understanding of the pervasive nature of trauma and to promote healing and to avoid re-traumatization in the counseling relationship. Provides a scientific bases of various approaches to trauma informed care and crisis intervention including short-term, long-term counseling methods, community and societal crisis, interventions with diverse clinical populations, professional skills for intervening, prevention techniques, evaluation of services and the roles and responsibilities of others participating in crisis intervention. Students will read, analyze and interpret written works or research by influential classic theorists and will present their findings in class. PREREQUISITE: None

PSY8228: Practicum in - School Psychology (Part I) (3)
The purpose of the practicum is to provide experience for the student in a school and/or clinical setting. The student is offered an opportunity to apply skills gained from coursework in actual practice of psychology. The student works under the direct supervision of a certified or licensed psychologist with the assistance of a college adviser. The adviser helps the student to develop appropriate goals, to effectively use interpersonal skills and to determine the areas to be further developed. Periodic group meetings are held with the college supervisor in order to provide additional academic information and to discuss practical experiences. PREREQUISITES: Advanced standing and permission of the department chair

PSY8229: Practicum in School Psychology (Part II) (3)
The purpose of this second semester of practicum is to continue to provide experience for the student in a school setting. The student is offered an opportunity to apply skills gained from coursework in actual practice of school psychology. The student works under the direct supervision of a certified or licensed school psychologist with the assistance of a college adviser. The adviser helps the student to develop appropriate goals, to effectively use interpersonal skills and to determine the areas to be further developed. Periodic meetings are held with the college supervisor in order to provide additional academic information and to discuss practical experiences. PREREQUISITE: Advanced standing and permission of the department chair

PSY8238: Practicum in Psychology – Non-Licensure (3)
The purpose of the non-licensure practicum is to provide experience for the student in human dynamics in a variety of settings with an overarching sense of social justice. Settings can be school systems, mental health programs, workplaces or other institutions that serve the needs of individuals, families or groups. The student is offered an opportunity to apply skills gained from coursework in actual practice in that setting. The student works under the direct supervision of a mentor in the field with the assistance of a college adviser. The mentor helps the student to develop appropriate goals, to effectively use interpersonal skills and to determine the areas to be further developed. Periodic meetings are held with the college supervisor in order to provide additional academic information and to discuss practical experiences. PREREQUISITE: Advanced standing

PSY8307: Career Development and Lifestyle Appraisal (3)
This course is designed to acquaint the student with vocational counseling practices in relation to career development and lifestyle appraisal. An understanding of and practice in career development assessment and career counseling techniques will be explored. Students will also explore professional orientation for a career in counseling. Sources of career assessment and

appraisal, career information, lifestyle development, advantages and disadvantages of each source and methods of storing and disseminating information will be explored. Current issues in college planning and school-to-work transition programming will also be addressed. Students will read, analyze and interpret written works or research by influential classic theorists and will present their findings in class. PREREQUISITE: None

PSY8317: Group Counseling Theories and Practice (3)
This course will examine the theoretical and experiential understandings of group development, purpose, dynamics, group counseling methods and skills, as well as leadership styles for group facilitation. Coursework covers the dynamics and processes of mental health groups (therapeutic, psychosocial, psycho educational). An emphasis of this course is on personal growth and the counseling process within the group setting. Among the concepts included are curative factors, interpersonal learning, group composition, and tasks and techniques for change. Topics such as addiction, poverty, diversity, and education will be explored in understanding the individual response to group counseling. Students will read, analyze and interpret written works or research by influential classic theorists will present their findings in class. PREREQUISITE: None

PSY8330: Theories of Learning Disabilities (3)
This course is designed to familiarize the student with the field of learning disabilities and acquaint students with the various concepts of learning disability and the changing and developing perspectives during the past 20 years. Included will be a review and evaluation of the evidence for the existence of a social learning disability and nonverbal learning disabilities. The evidence for a neurological basis of learning disabilities is explored. Definitions and terms are introduced and discussed. Particular emphasis is placed on the concept that a learning disability is not a single entity that will respond to a single remedial strategy but exists rather as a multi-dimensional phenomenon basically occurring in the context of school-related tasks. Students will read, analyze and interpret written works or research by influential classic theorists and will present their findings in class. PREREQUISITE: None

PSY8338: Diagnostic Cognitive Assessment: WISC/WAIS/WCJ COG(3)
Provides a thorough understanding of the administration, scoring and interpretation of the WISC, WAIS and WCJ COG. Students will practice administration, interpretation and report writing for cognitive assessment. Subject analysis stresses an understanding of cognitive strengths and weaknesses. Scoring analysis covers comprehensive measures of cognitive abilities such as memory, achievement and intelligence in children and adults. Differential diagnosis is also integrated in the course from a treatment-planning perspective. A major emphasis will be placed on the proper administration, scoring, interpretation and preparation of a written report based of cognitive scales. Students will read, analyze and interpret written works or research by influential classic theorists and will present their findings in class. PREREQUISITE: None

PSY8340: Racial, Multi-Cultural and Social Bases of Behavior (3)
This course emphasizes diversity in relation to the theories, issues, and trends related to multicultural counseling and family consultation. The focus is on the impact of diversity on psychological, physical and social health and growth. Coursework covers studies of the attitudinal and behavioral patterns of diverse people based on life stage, religious beliefs and rituals, sexual orientation, gender identity, racial identity, ethnicity, cultural beliefs and rituals,

familial dynamics, socioeconomic status, and intellectual and physical differences. The students will gain the necessary knowledge and skills to provide competent counseling and consultation to diverse individuals, groups and families. PREREQUISITE: None

PSY8355: Systems and Theories in Counseling and Psychology (3)
This course traces the history of the major theoretical positions in psychology (structuralism, functionalism, behaviorism, gestalt and psychoanalysis) from their epistemological, both rationalistic and empirical and philosophical roots, dating from ancient Greece to the present time. Coverage will include discussions of the scientific method and the philosophy of science. Finally, contemporary positions, especially those involved in the cognitive revolution, will be covered from both the psychological and physiological points of view. Throughout these latter discussions, emphasis will be placed on the developmental aspects of human growth and mental health counseling. Students will read, analyze and interpret written works or research by influential classic theorists and will present their findings in class. PREREQUISITE: None

PSY8410: Cognitive Psychology (3)
This course will provide students with an intensive analysis of cognitive functioning in relation to human thought and behavior. Course topics include brain and behavior, cognitive neuroscience, information processing, perception, attention, language, memory, problem solving, creativity, decision making, cognitive development, intelligence, and consciousness. Different paradigms of information processing, especially those that are developmentally related, will be reviewed with emphasis on cognitive development and assessment. Traumatic Brian Injury (TBI) and other brain disorders will also be discussed in relation to providing psychological services to these individuals and their families. PREREQUISITE: None

PSY8417: Internship 1 (3)
These courses will serve to meet requirements for licensure for counselors seeking state licensure and NBCC certification. They will include a practicum course and up to two internships based on the licensing and certification requirements. All aspects of psychological practice - appraisal, therapeutic intervention and consultation are addressed in the internship experience. Both a site-based and a college supervisor closely monitor the activity of the learner throughout the internship process to ensure that all internship activities are appropriate to this field of psychology. The college and field (site-based) supervisors formally evaluate the progress of individual learners. PREREQUISITE: Approval of advisor

PSY8418: Internship 2 (3)
These courses will serve to meet requirements for licensure for counselors seeking state licensure and NBCC certification. They will include a practicum course and up to two internships based on the licensing and certification requirements. All aspects of psychological practice - appraisal, therapeutic intervention and consultation are addressed in the internship experience. Both a site-based and a college supervisor closely monitor the activity of the learner throughout the internship process to ensure that all internship activities are appropriate to this field of psychology. The college and field (site-based) supervisors formally evaluate the progress of individual learners. PREREQUISITE: Approval of advisor

PSY8419: Internship 3 (3)
These courses will serve to meet requirements for licensure for counselors seeking state licensure and NBCC certification. They will include a practicum course and up to two internships based on the licensing and certification requirements. All aspects of psychological practice - appraisal, therapeutic intervention and consultation are addressed in the internship experience. Both a site-based and a college supervisor closely monitor the activity of the learner throughout the internship process to ensure that all internship activities are appropriate to this field of psychology. The college and field (site-based) supervisors formally evaluate the progress of individual learners. PREREQUISITE: Approval of advisor

PSY8420: Individualized Research Design (3)
This course focuses on developing an appropriate research design for each student's dissertation proposal. It includes articulating the research questions, choosing the design and being able to articulate its appropriateness to the inquiry at hand, discussing the assets and limitations of the design, human subjects and other ethical concerns and proposed methods of data collection and analysis. PREREQUISITE: None

PSY8507: Issues and Ethics in Professional Orientation (3)
The purpose of this course is to acquaint the student with the major ethical issues in the practice of mental health counseling and psychology. This course includes the understanding of professional roles and functions of counselors or psychologists, with particular emphasis on legal and ethical standard through ethical case conceptualization, analysis and decision making as it relates to clinical practice. The course involves an intense analysis of the philosophical, technical and consultative issues contributing to the professional identity and function of the counselor or psychologist in a variety of clinical settings. Emphasis will be placed on the practical application of theory and the demands of particular setting. This course stresses professional ethics and general standards of conduct by examining the standards set by the code of ethics of the American Counseling Association and the American Mental Health Counselors Association for the understanding of licensure and regulatory practices. In addition, a guide for this section of the course is also the American Psychological Associations Code of Ethics. Students will read, analyze and interpret written works or research by influential classic theorists and will present their findings in class. PREREQUISITE: None

PSY8517: Psychopharmacology and Substance Abuse (3)
This course covers the fundamental principles of pharmacology, drug actions, tolerance, clinical use of psychotic medications, substance abuse and addiction treatment. The classifications, indications, effective dosages, and side effects of commonly prescribed psychopharmacological medications will be discussed. A component of this course includes a focus on addiction and the treatment of individuals within this special population relevant to mental health counseling. Research that explores the efficacy of medications taken during treatment, specific treatment programs and the degree of recidivism is presented. Students will read, analyze and interpret written works or research by influential classic theorists and will present their findings in class. PREREQUISITE: None

PSY8518: Internship in Mental Health Counseling I (3)
This is the first semester of a post-practicum supervised internship experience consisting of 300 hours of the 600 required minimum hours which in total includes a minimum of 240 clinical hours, and 45 hours of supervision (at least 15 of which were individual in nature and 15 of which were group in nature) provided by a supervisor who meets the definition of an approved supervisor by state regulations. Includes supervised field experience in counseling, psychotherapeutic techniques and assessment procedures in an approved clinical facility supervised by an approved licensed mental health counselor or equivalent. On-campus meetings are also required as a key part of the curricular experience. Includes seminars and case studies in relation to diagnoses in the current DSM. The internship may be selected after the student has completed the majority of doctoral coursework and involves 16 to 20 hours a week. The internship is utilized to meet the internship requirements for licensure as a mental health counselor. Additional requirements may apply. May be repeated for further hours beyond the minimum. Student is responsible for meeting any regulatory requirements for licensure. PREREQUISITES: Advanced standing. Completion of majority of coursework.

PSY8519: Internship in Mental Health Counseling II (3)
This is the second semester of a post-practicum supervised internship experience consisting of 300 hours of the 600 required minimum hours which in total includes a minimum of 240 clinical hours, and 45 hours of supervision (at least 15 of which were individual in nature and 15 of which were group in nature) provided by a supervisor who meets the definition of an approved supervisor by state regulations. Includes supervised field experience in counseling, psychotherapeutic techniques and assessment procedures in an approved clinical facility supervised by an approved licensed mental health counselor or equivalent. On-campus meetings are also required as a key part of the curricular experience. Includes seminars and case studies in relation to diagnoses in the current DSM. The internship may be selected after the student has completed the majority of doctoral coursework and involves 16 to 20 hours a week. The internship is utilized to meet the internship requirements for licensure as a mental health counselor. Additional requirements may apply. May be repeated for further hours beyond the minimum. Student is responsible for meeting any regulatory requirements for licensure. PREREQUISITES: Advanced standing. Completion of majority of coursework.

PSY8520: Seminar on Learning Disabilities and Family Consultation (3)
Students will gain skills in consultation and collaboration in relation to learning disabilities. Topics covered include specific learning disability profiles, the process of assessment and diagnosis of disability, related behavioral/mental health issues, interventions, accommodations and modifications. Students will engage in mock IEP meetings, role playing, discussion and literature review to build their knowledge of behavioral/mental health, collaborative, and consultation models and methods for application to specific situations. They will practice collaborating effectively with school team members, families, students and advocates in the planning and decision-making processes at the individual, group, and system levels. PREREQUISITE: PSY 6330 Theories of Learning Disabilities

PSY8528: Internship - School Psychology (Part I) (3)
The first semester of a two semester supervised experience in psychometric and assessment procedures in an approved public or private school setting that must be supervised by a licensed school psychologist. The internship may be selected after the student has completed 60 credit hours of doctoral work and involves a total of 1200 hours over two semesters. On campus meetings are also required as a key part of the supervision. Additional requirements may apply. PREREQUISITES: Advanced standing and permission of program director

PSY8529: Internship - School Psychology (Part II) (3)
The second semester of a two semester supervised experience in psychometric and assessment procedures in an approved public or private school setting that must be supervised by a licensed school psychologist. The internship may be selected after the student has completed 60 credit hours of doctoral work and involves a total of 1200 hours over two semesters. On campus meetings are also required as a key part of the supervision. Additional requirements may apply. PREREQUISITES: Advanced standing and permission of program director, PSY 8528

PSY8538: Internship – Non-Licensure (Part I) (3)
The first semester of a two-semester supervised experience in mental health, human dynamics or human development in a chosen setting. Areas of interest can include special issues across the lifespan that effect optimal performance and potential of an individual or group. The experience includes an overarching sense of social justice and is supervised by a mentor in the field of study. The internship must benefit the system and individuals served. The internship may be selected after the student has completed the majority of doctoral coursework and involves a total of 600 hours over two semesters. This is a non-licensure field experience. On-campus meetings are also required as a key part of the supervision. Additional requirements may apply.
PREREQUISITES: Advanced standing. Completion of the majority of coursework.

PSY8539: Internship – Non-Licensure (Part II) (3)
The second semester of a two-semester supervised experience in mental health, human dynamics or human development in a chosen setting. Areas of interest can include special issues across the lifespan that effect optimal performance and potential of an individual or group. The experience includes an overarching sense of social justice and is supervised by a mentor in the field of study. The internship must benefit the system and individuals served. The internship may be selected after the student has completed the majority of doctoral coursework and involves a total of 600 hours over two semesters. This is a non-licensure field experience. On-campus meetings are also required as a key part of the supervision. Additional requirements may apply.
PREREQUISITES: Advanced standing. Completion of the majority of coursework.

PSY8607: Clinical Skills in Treatment Modalities and Consultation (3)
This course examines the theoretical bases of the counseling processes, mental health counseling techniques, and their therapeutic applications in relation to the understanding and practice of counseling skills necessary for the mental health counselor and psychologists. This course will provide students with a number of treatment modalities and techniques such as cognitive behavioral therapy, and psychoanalysis to integrate the theories of treatment into specific situations that the counselor or psychologist will confront in actual practice. Case studies and simulations of therapeutic interventions will support the application of theories to practice.

Topics will range from working with clients individually and multiple system membership to consultation around behavioral/emotional issues in a variety of clinical settings. The consultation model will be considered as it relates to counselors and psychologists within a multicultural model. Students will read, analyze and interpret written works or research by influential classic theorists and will present their findings in class. PREREQUISITE: PSY5345

PSY8635: Abnormal Psychology (3)
This course focuses on psychopathology and includes studies of the etiology and categorization of psychopathology, historical, sociopolitical, cultural, behavioral and epidemiological approaches to the systematic description of psychological disorders, use of the DSM-IV-TR in differential diagnosis, potential alternatives to the existing system and the roles of assessment, treatment planning and intervention for psychological disorders. PREREQUISITE: None

PSY8645: Biological Bases of Behavior (3)
This course includes studies of the gross anatomy of the nervous system and the basic relationships between the brain, chemical neurotransmitters and behavior, right and left hemisphere specialization, learning disorders and learning style differences, relationships between neurotransmitters and psychiatric disorders, biological bases of memory systems and retrieval processes including long-term, short-term, episodic and semantic memory. PREREQUISITE: None

PSY8650: Family Therapy (3)
This course focuses on the history, theory and practice of family therapy with analysis and comparison of beliefs, therapeutic strategies and techniques of the most prominent approaches. It includes the study of differences between individual and systems approaches to helping families and the use of the genogram in family therapy, as well as the role and functions of a family therapist. PREREQUISITE: None

PSY8655: Human Sexuality for Counselors (3)
This course includes studies of the diverse nature and constructs of human sexuality, sexual identity and sexual dysfunction. Perspectives of human sexuality including biological, behavioral, cultural, social, psychological, as well as clinical factors will be studied. The role of the professional counselor and counseling strategies are considered. PREREQUISITE: None

PSY8660: Personality Theory and Development (3)
This course includes exploration of the theories, dynamics and processes of personality, the nature and causes of the personality proposed by major personality theorists, various modes of practice derived from psychoanalytic/psychodynamic, psychophysiological, behavioral, cognitive, humanistic and existential theoretical paradigms and the symptomologies of major psychiatric disorders. PREREQUISITE: None

PSY8665: Positive Psychology (3)
This course includes an exploration of the theories, concepts and practice of positive psychology including applications in clinical, coaching and other settings, promoting psychological health in one's life and practice, the study of positive emotion and life satisfaction, intervention/coaching

strategies that address specific life challenges for counselors and their clients. PREREQUISITE: None

PSY8670: Psychology of Learning (3)
This course includes studies of the principles and theories of learning and behavior including functionalist, associative and cognitive approaches and current research and practical applications of learning theories in clinical, educational and other applied settings. PREREQUISITE: None

PSY8675: Psychopharmacology (3)
This course includes a focus on psychopharmacology for the counselor. Attention to the ways in which drugs interact with the brain to affect cognitive processes and behavioral states is noted. Study of the specific classes of drugs and their applications to the treatment of psychological disorders including psychosis, anxiety, depression and bipolar disorders is included. PREREQUISITE: None

PSY8680: Spirituality in Counseling (3)
This course focuses on the need of counselors to understand the wide range of religious and spiritual experiences of clients and how these impact mental health and well-being. Included is a study of clients' sense of meaning and purpose in life, as well as their values and beliefs. Consideration is given to the utilization of the client's belief system in furthering counseling goals. The course introduces, as well, transpersonal psychology theory and practice as a framework for professional counseling. PREREQUISITE: None

PSY8685: Substance Abuse and Addictive Disorders (3)
This course includes studies of historical and societal aspects of drug use and abuse. It covers core concepts of substance use, abuse and dependence and the etiology of drug abuse. The neurophysiology of addiction and effectiveness of treatment methods and preventive strategies for addictions are covered. PREREQUISITE: None

PSY8690: Ethics in Supervision (3)
This course will focus on the ethics and professional orientation for the counseling supervisor, including a focus on dual relationships, legal issues, complex situations in supervision and a moral and ethical base for the work of supervision. PREREQUISITE: None

PSY8695: Supervision (3)
The course focuses on methods and theories of group supervision with an emphasis on how the group process facilitates learning of supervisees, as well as building the field of inquiry and knowledge acquisition. PREREQUISITE: None

PSY8700: Honoring Clinician's Values in Supervision (3)
This course focuses on being aware of and respecting the spiritual orientation, as well as personal and professional values of the clinician being supervised. Included are considerations of different value/spiritual traditions and an inquiry into the nature of how values affect the counseling relationship. PREREQUISITE: None

PSY8705: Challenges in Supervision (3)
This course includes focus on a variety of challenging issues in supervision, including verbal and nonverbal resistance by supervisees, issues of transference, breaches of ethics, cultural difference and supervision anxiety. Included is the study of ways to counteract resistance, support supervisee openness and turn the process of challenging experiences into a positive growth experience for supervisees and supervisor. PREREQUISITE: None

PSY8710: Positive Approaches to Supervision (3)
This course draws from the theories and themes of positive psychology as an approach to supervision. Considerations of supervisor feedback based in principles of thriving, positivity and wholeness will be included. PREREQUISITE: None

PSY8715: Supervision in Family Therapy (3)
This course focuses on the specific skills needed to supervise family therapists and people working with couples and family groups. The unique role of the family therapist and considerations of how this translates to supervision will be included. PREREQUISITE: None

PSY8720: Supervision Authenticity (3)
This course focuses on strategies for helping supervisees identify their own coherent counseling philosophy, personal strengths and weaknesses and their abiding sense of meaning in the work they do. The course includes strategies for the supervisor in eliciting deep conversation with supervisees and in inspiring supervisees towards their own best practices. PREREQUISITE: None

PSY8725: Supporting Beginning Therapists in Supervision (3)
This course focuses on the delicate role of supervising beginning practitioners with an emphasis on supporting the new therapist in a developmental move into a full professional identity. PREREQUISITE: None

PSY8730: Advanced Topics in Adult Development (3)
This course focuses on issues and theories of adult development, especially within the context of established psychological and related developmental theories and models. Course content is designed to support professional work with adults through understanding of theories of adult development, life course issues and cultural and biological issues in aging. PREREQUISITE: None

PSY8735: Advanced Topics in Child and Adolescent Development (3)
This course focuses on theories and applications of child and adolescent development. Special emphasis is placed on understanding childhood and adolescent developmental processes from holistic perspectives integrating established theories of biological, cognitive, emotional/psychological, moral and psycho-social development. PREREQUISITE: None

PSY8740: Advanced Topics in Emotional Development (3)
This course focuses on developing one's understanding of child, adolescent and adult emotional development, especially within the context of established psychological and related developmental theories and models. Special emphasis is placed on understanding emotional

development and processes from holistic perspectives integrating established theories of biological, cognitive, emotional/psychological, moral and psycho-social development. PREREQUISITE: None

PSY8745: Advanced Topics in Personality Theory and Development (3)
This course includes exploration of the theories, dynamics and processes of personality, the nature and causes of the personality proposed by major personality theorists, various modes of practice derived from psychoanalytic/psychodynamic, psychophysiological, behavioral, cognitive, humanistic and existential theoretical paradigms, the symptomologies of major psychiatric disorders and use of the DSM-IV-TR in practice. PREREQUISITE: None

PSY8750: Advanced Topics in Family Therapy (3)
This course focuses on the history, theory and practice of family therapy with analysis and comparison of beliefs, therapeutic strategies and techniques of the most prominent approaches. It includes the study of differences between individual and systems approaches to helping families and the use of the genogram in family therapy, as well as the role and functions of a family therapist. PREREQUISITE: None

PSY8755: Advanced Topics in Group Therapy (3)
This course includes advanced studies of theoretical approaches to and key concepts of group counseling and their practical applications. It focuses on the elements of group dynamics and process, group counseling methods, strategies and skills, historical and cultural contexts in which models were developed, leadership styles and practicalities of creating and leading groups. PREREQUISITE: None

PSY8760: Nutrition and Emotional Wellness Connections (3)
This course focuses on understanding the psychological processes underlying humans' development of eating behaviors and the adoption of both healthy and maladaptive cognitions and behaviors concerning food, eating and our bodies. Issues to be addressed include: food choice, the development of food preferences, motivation to eat, cultural influences on eating patterns, weight-regulation, body image, dieting behaviors, obesity, eating disorders and treatment of unhealthy and clinical eating problems. The psychology (not physiological processes) of eating will be emphasized and psychological problems associated with eating will be thoroughly discussed. Areas of examination include anorexia nervosa, bulimia nervosa, compulsive eating, obesity and weight preoccupation; discussion of cultural and nutritional factors, family issues and psychological consequences, as well as preventative and therapeutic interventions. Nutritional needs and food choices for optimal health of individuals across the lifespan and Interrelationship with wellness are also explored. PREREQUISITE: None

PSY8765: Psychology of Wellness Applications (3)
This course incorporates the traditional evidenced based applications and goals of a psychology of well-being (getting rid of negatives and dealing with ordinary challenges), as well focusing on current methods in Positive Psychology that emphasize growth and excellence. Positive Psychology is the study of how human beings prosper and overcome adversity. Its goal is to identify and enhance human strengths and virtues and allow individuals and communities to thrive. PREREQUISITE: None

PSY8770: Psychology of Mind/Body Connections (3)
This course examines basic psychological processes that influence health and illness including perceived control, stress, behavioral conditioning, factors that influence behavioral change, self-efficacy and social support. It examines specific behaviors, illnesses and physical conditions that are part of the behavioral medicine domain, including: obesity, smoking, cancer, HIV and hypertension. This course also considers learners holistic approaches to stress management looking at both cognitive skills and relaxation techniques. PREREQUISITE: None

PSY8775: Clinical Pharmacology: Considerations for Health and Wellness (3)
This course is designed to prepare learners to provide guidance and support to clients whose treatment currently includes or might include pharmacotherapy. The purposes, advantages and limitations of specific medications and how to evaluate the usefulness of various medications in conjunction with other treatment approaches will be covered, to include latest information on the effects of psychotropic medications on various groups including children, the elderly, women and different racial and ethnic populations. PREREQUISITE: None

PSY8780: Principles of Brain Based Learning (3)
This course offers advanced studies of theoretical approaches to and key concepts of brain based learning and their practical applications to applied psychology and education. It integrates cross-disciplinary research in the neurosciences, cognitive psychology, neuropsychology and education to provide learners with solid empirical foundations of current theories and models of brain based earning principles. PREREQUISITE: None

PSY8785: Biological Psychology and Biological Basis of Behavior (3)
This course focuses on the gross anatomy of the nervous system and the basic relationships between the brain, chemical neurotransmitters and behavior, right and left hemisphere specialization, learning disorders and learning style differences, relationships between neurotransmitters and psychiatric disorders, biological bases of memory systems and retrieval processes including long-term, short-term, episodic and semantic memory. PREREQUISITE: None

PSY8790: Cognitive Psychology and Cognitive Functions (3)
This course covers cognitive neuroscience, attention and consciousness, perception, memory, knowledge, representation, language, problem solving and creativity, decision making and reasoning, cognitive development and intelligence. Students will research theories, models and scientists from many disciplines, including physics, chemistry, biology and neuroscience, which contribute to the study of cognition and cognitive science. The course will present from a premise that cognitive psychology, the science of the human mind and of how people process information is at the core of empirical investigations into the nature of mind and thought and that cognitive psychology is at heart empirical philosophy. Students will research, assimilate and understand core questions about thought, language, perception, memory and knowledge. PREREQUISITE: None

PSY8798: Directed Study (3)
This course permits the student, in conjunction with his or her core faculty advisors to create a mentored-study experience that allows for in-depth study of a topic of interest related to the student's doctoral research. The student must create a complete syllabus outlining the learning experience and receive core faculty approval prior to beginning the course. PREREQUISITE: None

PSY9118: Directed Study in Learning Disabilities (3)
This course is designed to allow doctoral students the opportunity to explore a single topic in greater detail than might be possible in other courses. This course is only open to doctoral students with advanced standing, who, because of past experience, can demonstrate competence in up to two non-comprehensive exam courses. Under such circumstances, these courses would be waived and the directed study used in their place. Lab fee is at the discretion of the instructor. PREREQUISITE: None

PSY9210: Physiological Basis of Behavior (3)
This course covers the study of the structures of the central nervous system, the autonomic nervous system and the endocrine system and their relationship to human behavior. Coursework includes an introduction to the gross and microscopic anatomy of the central nervous system and to the physiology of the nerve impulse and synaptic transmission and reviews the relationship of behavior to the nervous system on such chemical factors as hormones and neural transmitters. The course covers the examination and discussion of physiological disorders related to human functioning. The neurobiological effects of drugs and other substances will also be discussed. Students will apply their knowledge of the physiological basis of behavior to potential psychological interventions. PREREQUISITE: None

PSY9220: Bivariate and Multivariate Applied Research Methods and Evaluation (3)
The focus in this course is on the practical problems involved in real-world applied research. Students will develop the understanding of different types of social science research, strategies and methods of program evaluation, needs assessments and ethical and legal considerations in research. Topics covered include the nature of causal inference, validity of instruments and design, experimental and quasi-experimental field-based research approaches, design development, and problems involved in the statistical analyses of data obtained from the simple to complex design. Students will practice hypotheses formulation and hypotheses testing using a variety of bivariate and multivariate statistical analyses. PREREQUISITE: Permission of program director

PSY9410 Substance Use Disorders and Addiction Counseling
This course encompasses the understanding of substance use disorder within the criteria of the current DSM and addiction as a disease within the medical model. Students will be introduced to contemporary theories on the social, physiological, psychological and emotional components of addiction. The appropriate mental health counseling treatment modalities for addiction and co-occurring disorders will be reviewed and practiced through an understanding of the stages, effects and processes of addiction. This course will cover preventions, interventions and outreach strategies related to addiction and recovery counseling. Medically assisted treatment will also be

discussed. Students will read, analyze and interpret written works or research by influential classic theorists and will present their findings in class. PREREQUISITE: None

PSY9418: Psychometric Tests and Measurement for Individuals and Groups
In this course, the student will be encouraged to develop a personal frame of reference around understanding of psychometric theories including validity, reliability and other facets of measurement used to understand group and individual assessment. Students will practice assessment procedures, data collection, scoring and reporting. Specifics include an examination of several diagnostic instruments such as personality and cognitive assessments including the WISC/WAIS, Mini Mental Status Exam, MMPI, TAT and Rorschach, etc. Problems involved in assessing dysfunction will be included, as well as the application of assessment and diagnoses to the selection of treatment modalities used by mental health counselors or psychologists. Students will read, analyze and interpret written works or research by influential classic theorists and will present their findings in class. PREREQUISITE: None

PSY9507: Qualitative Research: Theory and Implementation (3)
This course focuses on the concept of qualitative research. It will aid the student in developing an understanding of what qualitative research are, when to use it and how to develop a well-designed research study using qualitative research methods. The course will go on to help the student code the findings and write a dissertation using the qualitative method of data gathering and analysis. PREREQUISITE: None

PSY9508: Quantitative Research for Educators (3)
This course provides a framework for using quantitative methods in educational research. The course will focus on a wide range of quantitative research methods including experimental, correlational, and survey research among others. Additionally, students will review the different steps in quantitative research, the determination of different options for types of data collected, and the ability to locate, select and assess an instrument(s) for data collection. Specifying variables, reliability, validity, scales of measurement, scoring of the data, and selection of a statistical program will also be discussed. PREREQUISITE: None

PSY9509: Dissertation Research I (3)
Dissertation research I is the first of a two-block experience involving original doctoral research. In this course, the student will gather data to be reported in chapter four of the dissertation, using the research design developed in individualized research design. PREREQUISITE: Approval of advisor

PSY9519: Dissertation Research II (3)
Dissertation research II is the second of a two-block experience involving original doctoral research. In this course, the student will analyze his/her collected data, including re-engaging with the seminal scholarly literature presented in chapter 2. Data analysis will conform to the methods described in individual Research Design. In addition to analysis, the student will be able to discuss the scholarly and practitioner implications of his/her findings as well as directions for future research. PREREQUISITE: Approval of advisor

PSY9529: Dissertation I: Introduction and Literature Review (3)
Dissertation I is the first in a three-course block of final required dissertation writing. It yields the first two chapters of the dissertation: Introduction and literature Review. Credit is awarded when the student submits the fully edited and approved version of these two chapters to his/her Dissertation Committee. PREREQUISITE: Approval of advisor

PSY9539: Dissertation II (3)
Course Dissertation II is the second of the three-course block of final required dissertation writing. Dissertation research consists of conducting the approved research developed by the individualized research design yields and the Research Methodology chapter of the dissertation (chapter three). Credit is awarded when the student submits the fully edited and approved version of this chapter to his/her Dissertation Committee and receives their approval for the completed data gathered. PREREQUISITE: Approval of advisor

PSY9549: Dissertation III (3)
Dissertation III is the final block of required dissertation writing. It yields the last two chapters of the dissertation (chapters four or five) and completes the document. Credit is awarded when the student successfully presents his/her research findings and recommendations and submits the fully edited and approved dissertation to his/her Dissertation Committee. PREREQUISITE: Approval of advisor

PSY9949: Studies in Human Lifespan Development (3)
This course covers the major theories of human lifespan development in relation to the well-being of individuals and mental health counseling. Students will engage in a comprehensive study of major theories of physical, cognitive, affective, and social development and their application to mental health counseling and psychological interventions. Students will relate developmental theory to real life developmental issues and to the understanding of learning and personality development. Through case studies and review of literature, students will understand the nature of the developmental needs and potential issues of individuals and families at each developmental stage of life. PREREQUISITE: Permission of program director.

PSY9950: Studies in Psychopathology Assessment, Diagnosis and Intervention (3)
This course covers major theories and principles of psychopathology and intervention in relation to mental health counseling. Students will engage in a comprehensive study of identification and diagnosis of psychopathology as well as mental health treatment planning for abnormal, deviant, or psychopathological behavior. This course includes the study of assessment of psychopathology and therapeutic strategies for treatment of crisis, short-term mental health issues and long-term mental health issues. Students will study the current Diagnostic and Statistical Manual (DSM) for the criteria of diagnoses, in relation to the intake, assessment, treatment planning and counseling. Case studies will be examined to address the physiological, biological and environmental factors related to psychopathology across the human lifespan. PREREQUISITE: Permission of program director.

PSY9951: Dissertation in Mental Health I (3)
The first semester of the dissertation process. Part I of the dissertation process includes the completion of the dissertation proposal in accordance to the program standard and with the

approval of the dissertation committee and program director. Limited to candidates for the Doctor of Mental Health Counseling degree who have successfully completed the comprehensive courses PSY9949 and PSY 9950 or equivalent coursework as determined by the program director and have passed the Comprehensive Exam (COMPS). PREREQUISITE: Permission of the program director.

PSY9952: Dissertation in Mental Health II (3)
The second semester of the dissertation process. Part II of the dissertation process includes the completion of the dissertation and passing the oral defense of the dissertation in accordance to the program standard and approval of the dissertation committee and program director. Limited to candidates for the Doctor of Mental Health Counseling degree who have successfully completed the comprehensive courses PSY9949 and PSY 9950 or equivalent coursework as determined by the program director and have passed the Comprehensive Exam (COMPS). PREREQUISITE: Completion of the majority of coursework. Permission of the program director.

PSY9989: Dissertation in School Psychology I (3)
The first semester of the dissertation process. Part I of the dissertation process includes the completion of the dissertation proposal in accordance with the program manual and approval of the dissertation committee and program director. Limited to candidates for the Doctor of Educational Psychology degree who have successfully completed and passed Comprehensive Exam (COMPS). PREREQUISITE: Completion of all course requirements and permission of the program director.

PSY9990: Dissertation in School Psychology II (3)
The second semester of the dissertation process. Part II of the dissertation process includes the completion of the dissertation and passing the oral defense of the dissertation in accordance to the program manual and approval of the completed dissertation and oral defense by the dissertation committee and program director. Limited to candidates for the Doctor of Educational Psychology degree who have successfully completed and passed the Comprehensive Exam (COMPS). PREREQUISITE: Completion of all course requirements and permission of the program director.

Public Health

PCH5030: Population Health, Social Determinants and Health Equity (3)
This course introduces Master's level students to the concept of "Population Health," and past and future role of public health practitioners in improving the health of populations, with an emphasis on social determinants of health and issues of health equity. This course will begin with a review of the history of public health, and how the focus of population health efforts has evolved from the first efforts to control the spread of infectious disease to the current emphasis on social determinants of health and emerging infectious disease. We will discuss the delivery of health care in the U.S., and whether the current system or alternatives can best meet the goals of population health. Students will review and discuss specific approaches to improving population

health that students will be exposed to in more depth later in the MPH curriculum. Students will be challenged to consider how affected populations can be engaged in the development and implementation of public health interventions particularly those intended to have, "upstream" impact on social determinants of health and health equity. PREREQUISITE: None

PCH5032: Ethical Issues in Public Health (3)
Having a solid understanding of ethical principles and frameworks for resolving ethical concerns is crucial to working in public health. This course will introduce students to ethical principles and frameworks for analyzing ethical issues in public health, and will incorporate case studies to allow students to apply ethical reasoning to public health problems. PREREQUISITE: PCH5030

PCH5040: Principles of Epidemiology (3)
Epidemiology is the science of public health, and an understanding of epidemiologic methods is important to both evaluating evidence for both clinical and public health practice. This course will review basic methods and principles of epidemiology, addressing content areas including, disease transmission, measures of frequency of disease and of mortality and morbidity, study designs, measurement of risk, bias in epidemiology and how to address it, surveillance, screening, genetic epidemiology, and epidemiology in the policy arena. Throughout the course students will review recent epidemiological research and representations in the popular press and how such research has been translated to medical or public health interventions.
PREREQUISITE: NONE

PCH5042: Public Health and the Environment (3)
This course introduces environmental health for students in the Master's in Public Health program. Environmental health will be discussed in terms of interactions between humans and their environments, how humans create environmental hazards, how those hazards affect human health, and how public health professionals and others can prevent or mediate present and future adverse health consequences due to those interactions with the environment. In this context, basic environmental health concepts will be covered, including the built, natural and altered environment, types of environmental hazards, toxicology, risk assessment and environmental epidemiology, regulation and communication of environmental health hazards and preventive measures. Opportunities and cases of environmental interventions that have the potential to improve human health will also be discussed. PREREQUISITE: PCH5030

PCH5200: Introduction to Statistics for Health Care Professionals (3)
Biostatistics is the development and application of statistical reasoning and methods in addressing, analyzing, and solving problems in public health; health care; and biomedical, clinical and population-based research. This course will focus on two areas, the ability to choose and employ the most appropriate statistics for research and evaluation in public health and developing the ability to critically interpret and apply results of statistical analyses contained in research studies. Students will have the opportunity to use the knowledge gained through the course in the interpretation and presentation of public health research. PREREQUISITES: PCH5030, PCH5040

PCH5202: Social and Behavioral Aspects of Population Health (3)
In this course, students analyze public health issues from a social and behavioral sciences perspective and examine the strengths and weaknesses of particular theories for developing effective individual and population-based intervention programs. The course will address social and behavioral theories from psychology, sociology, anthropology and other disciplines that have influenced public health. Students will examine evidence related to the effectiveness of these theories in practice and apply these theories to examples of public health interventions. PREREQUISITES: None

PCH6100: Health Care Management and Policy (3)
This course will introduce principles of public health management and administration and will involve case studies of real-life public health management situations. Students will examine cases of both public and private sector health and public health administration, and in the process will review finance and budgeting, human resources, health informatics, continuous quality improvement, health law and ethics, principles of leadership, and the importance of communication strategies. The health policy process and advocacy for health policy change and strategies for influencing policy will also be reviewed. PREREQUISITES: PCH5030, PCH5040

PCH6102: Health Care Systems and Financing (3)
This course reviews the workings of health care systems. The primary focus will be on the U.S. health care system, but through comparison to other health care systems. Students will study aspects of health care systems pertaining to providers of care, hospitals, health insurance, health care financing, access to care, health and safety, and population health. The U.S. system will be reviewed though its history, the major influences on the system socially, politically and economically, and in terms of the specific populations such as the medically underserved, the uninsured, and other vulnerable groups. Students will become familiar with the operational aspects of the health care system at private, local, state and federal government levels, and will discuss the effects of variation in key components of the system on different populations. PREREQUISITES: PCH5030, PCH5040, PCH5200

PCH6200: Leadership in Public Health (3)
This class will expose students to the theory and concepts of leadership and organizational change. Students will assess their own strengths and weaknesses as leaders and develop their own plans for improvement. Class activities and exercises will focus on leadership skills, such as team building, conflict management, and negotiation. In addition to reviewing the literature on leadership and organizational change, the course will address ethical and political considerations in leadership within health care organizations, and in mobilizing community efforts, using case studies and group discussions. PREREQUISITES: PCH5030 PCH5040, PCH5200, PCH6100

PCH6300: Health Care Program Development and Evaluation (3)
This course will cover the core knowledge and skills involved in program planning and evaluation and will provide hands-on experience in both program development and evaluation design. An emphasis will be placed on using evidence-based approaches, assuring fidelity to those approaches, and involving stakeholders in both the design and evaluation of community-based interventions. PREREQUISITES: PCH5030, PCH5040,

PCH7100: Research Methods in Public Health (3)
This course is designed to introduce the graduate student in public health to the most widely used research methods in public health in the context of case studies and the peer-reviewed literature. Students will learn both quantitative and qualitative methods, as well as be introduced to mixed-methods research. Case studies and published research will be used to discuss the strengths and weaknesses of various approaches given different research questions, populations to be studied, and other methodological issues. Community-based participatory approaches to research will also be emphasized. Students will be expected to become critical readers of the public health literature and capable of identifying strengths and weaknesses of various studies. PREREQUISITES: PCH5030, PCH5040, PCH5200

PCH7201: Capstone Seminar in Public Health (3)
As the capstone in the MPH degree, this course encourages students to reflect on the competencies they have acquired during the academic and internship phases of the MPH program, and it helps them to integrate their knowledge from all the public health disciplines and apply it to public health issues. In addition, we will incorporate this information into the job search and career development process. Faculty and students will discuss and provide joint feedback on identifying job opportunities, developing cover letters and resumes and preparing for interviews. PREREQUISITES: Successful completion of all prior courses in the MPH program.

PCH7501: Practicum in Public Health I (3)

PCH7502: Practicum in Public Health II (3)
The public health practicum is a supervised practical field experience designed to provide students the opportunity to develop and apply the knowledge and skills acquired in the academic program in a public health or health care environment in which a public health function is performed. Each student works with the faculty advisor to arrange and complete a satisfactory field experience that fulfills the program's practicum requirements. PREREQUISITES: Successful completion of all prior MPH courses with the exception of the Capstone.

Administration/President's Council

Hubert Benitez, DDS PhD
President

Nicolle Cestero, MA, PHR, SHRM-CP, MBA
Chief Operating Officer, Executive Vice President and Chief of Staff
Deputy Title IX Coordinator

Jessica Chapin, MS
Director of Athletics
Deputy Title IX Coordinator for Athletics

Julez Clarke
Senior Systems and Network Administrator

Kerry Cole, MBA
Vice President for Admissions

Tami Christopher, EdD
Executive Director of Student Success and Opportunity

Alexander Cross, MEd
Dean of Students
Deputy Title IX Coordinator

Michael Dodge, EdD
Interim Executive Vice President for Academic Affairs

Michael Eriquezzo
Director of Marketing and Communications

Christopher B. Garrity, CPA
Vice President for Finance

Rachel Gonzalez, MA
Interim Director of Graduate Admissions

Susan Henrichon, EdD
Dean, School of Education

Katharine Hone, MBA, CMA, CPA
Controller and Budget Director

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Vice President for Athletics

Lisa Liese, MEd
Bursar

Joe Long, MEd
Interim Vice President for Institutional Advancement

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Director of Undergraduate Admissions

Jonathan Miorandi
Budget and Planning Manager

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Director of Financial Aid

Debra Rico, PHR, MBA, Notary Public
Director of Human Resources
Deputy Title IX Coordinator

Pamela J. Robinson, MEd
Registrar

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

Marion (Mimi) Royston, MBA
Chief Information Officer

Matthew Scott, MEd
Vice President for Student Affairs
Title IX Coordinator

E. Heidi Spencer, MLIS
Director of Library Services

Susanne T. Swanker, PhD
Dean, School of Business, Arts and Sciences

Kelly Taylor, MSIT
Manager of Systems and Projects

Misty Woodbury, MA
Director of Center for Excellence in Teaching, Learning, and Scholarship

Division and Program Directors

To Be Announced
Associate Dean of the School of Business, Arts and Sciences
Director of Business Administration (MBA)

Lina Racicot, EdD
Director of Graduate Psychology:
Clinical Psychology (MA)
Educational Psychology (EdD)
Forensic Psychology (MS)
General Psychology (MA)

Ellen Furman, PhD, RN, GCNS-BC
Director of Nursing

Patricia Meyers, OTD, OTR/L
Director of Occupational Therapy (MSOT & OTD)

Tracy Brudvig, PT, DPT, PhD, OCS
Director of Physical Therapy (DPT)

Frederick Hooven, MMHS, PhD
Director of Public Health

Susan Lachowski, PhD, CSCS
Director of Exercise Science, BS & MS

Directory of College Offices and Services

Administration
Nicolle Cestero, MA, PHR, SHRM-CP
Chief Operating Officer, Executive Vice President and Chief of Staff

Academic Affairs
Michael Dodge, EdD
Interim Executive Vice President for Academic Affairs

Karen S. Rousseau, PhD
Dean of the School of Health Sciences

Susanne T. Swanker, PhD
Dean of the School of Business, Arts and Sciences

Susan Henrichon, PhD
Dean of the School of Education

To Be Announced
Associate Dean of the School of Business, Arts and Sciences

Admissions
Kerry Cole, MBA
Vice President for Admissions

Rachel Gonzalez
Interim Director of Graduate Admissions

Robert Martin
Director of Undergraduate Admissions

Athletics
Louis R. Izzi Jr., MS
Vice President for Athletics

Jessica Chapin, MEd
Athletic Director
Associate Athletic Director/Deputy title IX coordinator for Athletics

Thomas Pool, MS
Director of Athletic Communications

Bookstore
Tim Gilligan
Bookstore Manager

Center for Academic Success

Tami Christopher
Executive Director Student Success & Opportunity

Terrence O'Neill, MA
Director of the ACE Program/Student Support Services/Trio Program

Kimberly Beebe
Director of Student Success Advising

Barbara Giffin
Director of Tutoring Program

Christopher Ryan
Director of Accessibility Services and Academic Accommodations

Dexter Health Services and Counseling
Kaelly Miller
Director of Health Services/Family Nurse Practitioner

Renee Rosado, PsyD, LMHC
Director of Dexter Counseling Center

Fr. John P. McDonagh, STL, JCL, MBA
Coordinator of Campus Outreach, Diocese of Springfield

Facilities Management
TBA
Associate Vice President of Auxiliary Services

Finance
Chris Garrity, CPA
Vice President for Finance

Katherine Hone
Controller and Budget Director

Connie Reardon
Associate Controller

Jonathan Miorandi
Budget and Planning Manager

Student Accounts
Lisa Liese, MBA
Bursar

Financial Aid
Richard J. O'Connor, MBA, MPA

Director of Financial Aid

Food Service
Todd Alden, BS
Dining Services Manager

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+
Senior Support and Network Specialist

Donald Roy
Manager of Support Services and Help Desk

Kelly Taylor, MSc IT
Manager of Systems and Projects

Institutional Advancement
Joe Long
Interim Vice President for Institutional Advancement

Marketing and Public Relations
Michael Eriquezzo, BA
Associate Vice President for Marketing and Communications

Office of the Dean of Students
Matthew Scott, MEd
Vice President for Student Affairs
Title IX Coordinator

Alexander Cross, MEd
Dean of Students

Bianca Figueroa Santana
Assistant Director of Diversity Education

Registrar
Pamela J. Robinson, MEd
Registrar

Residence Life and Housing
Thomas Rouse
Director of Residence Life and Student Conduct

Torrie Lewine
Associate Director of Student Life

Saremi Center for Career Development
TBA
Director of Career Development for Experiential Learning and Internships

Security
TBA
Lieutenant – Campus Police

Faculty

Lauren Arcibal (2017)
Assistant Professor, Coordinator of Clinical Education, Physical Therapy
B.S., American International College 2010
DPT, Physical Therapy, American International College, 2012

Catharine Armentrout (2021)
Assistant Director of FNP Program
BS, Exercise Physiology: Cardiac Rehabilitation, Springfield College, 1992
BSN, Nursing, University of Massachusetts, 2002
MSN, Family Nurse Practitioner, D'Youville College, 2010

Kate Barlow (2015)
Associate Professor of Occupational Therapy
BS Occupational Therapy, Boston University, 1997
MS Occupational Therapy, Virginia Commonwealth University, 2015
OTD, Occupational Therapy, Virginia Commonwealth University, 2015

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 Communication and the Arts
BA, Fine and Performing Arts, Massachusetts College of Liberal Arts, 2005
MFA, Theatre, Rhode Island College, 2008

Charles Boyd (2006)
Associate Professor of Biology
BA, Biochemistry and Molecular Biology, University of California, 1990
PhD, Biochemistry and Molecular Biology, University of California, 2000

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

Destinee L. Chambers (2012)
Associate Professor of Psychology
BA, Biology, Lincoln University, 2003
PhD, Neuroscience and Behavior, University of Massachusetts, 2009

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Associate Professor of Chemistry
Coordinator of Foreign Languages
BS, Chemistry, University of Puerto Rico, 1998
MS, Chemistry, University of Puerto Rico, 2001
PhD, Chemistry, University of Massachusetts, 2009

Phyllis Clapis (1996)
Professor of Physical Therapy
BS, Physical Therapy, University of Connecticut, 1983
MS, Orthopedic Physical Therapy, Quinnipiac College, 1994
DHSc, Health Sciences, University of St. Augustine, 2004

John K. Dayton (1993)
Professor of Physics
BS, Math, Stevens Institute of Technology, 1973
MS, Physics, University of Connecticut, 1982
PhD, Physics, University of Connecticut, 1990

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Assistant Professor of Nursing
LPN, University of Hawaii, 1983
AS, Nursing, University of Hawaii, 1988
BSN, Nursing, Elms, 2000
MSN, Nursing, American International College, 2012

Marshall Epstein (1981)
Associate Professor of Marketing
BS, Marketing, University of Hartford, 1974

MBA, Marketing, University of Hartford, 1978

Michelle Favolise (2015)
Associate Professor of Physical Therapy
BS, Physical Therapy, Northeastern University, 1993
DPT, Physical Therapy, Simmons College, 2006

Megan Frazier (2021)
Assistant Professor of Physical Therapy
BS, Biology and Dance, Denison University
MFA, Dance, Smith College, 2003
MPT, Physical Therapy, Springfield College, 2007
TDPT, Physical Therapy, Sage College, 2012

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

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

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Assistant Professor of Nursing
BSN, Nursing, American International College, 2008
MSN, Nursing, American International College, 2014

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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

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Professor of Biology; Professor, Departments of Physical Therapy and Occupational Therapy
BA, Biology, Clark University, 1978
PhD, Anatomy/Biology, University of Illinois, 1992

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Associate Professor of Management
BA, Corporate/Managerial Communications, Southern Connecticut State University, 1983
MBA, International Business, Southern New Hampshire University, 1990
PhD, Law and Policy, Northeastern University, 2009

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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

David C. Kuzmeski (1980)
Associate Professor of Criminal Justice
BA, History, University of Massachusetts, 1974
MS, Criminal Justice Studies, American International College, 1978
JD, Law, Western New England College, 1987

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)

Lecturer and Coordinator of Technology
BS, Broadcasting and Film, Boston University, 1995

Alina LeClaire (2021)
Assistant Professor of Nursing
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

Tara Maroney (2015)
Assistant 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 Governers University, 2018

Said Nafai (2015)
Associate Professor of Occupational Therapy
BS, Occupational Science, Salem State University, 2005
MS, Occupational Therapy, Salem State University, 2011
OTD, Occupational Therapy, Boston University, 2015

John Nordell (2014)
Assistant Professor of Communication
BA, International Relations, Stanford University, 1983
MEd, Arts Education, Fitchburg State University, 2012

Jennifer Nordstrom (2021)
Assistant Professor of Occupational Therapy
BS, Occupational Therapy, Quinnipiac University, 1997
OTD, Occupational Therapy, American International College 2021

Heidi O'Connor (2008)
Associate Professor of Psychology
BA, Psychology, University of Massachusetts, 1986
MA, Human Resource Development, American International College, 1988
MA, Clinical Psychology, Connecticut College, 1992
PhD, Clinical Psychology, Ohio University, 2000

Moira L. O'Shea (2004)
Associate Professor of Nursing
BSN, Nursing, Salve Regina College, 1980
MSN, Nursing, Anna Maria College, 1987

Lori Paige (2009)
Professor of English
BA, Smith College, 1987
MA, University of Massachusetts, 1988
PhD, English Literature, University of Massachusetts, 1994

Zane P. Pfefferle (2018)
Assistant 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

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

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

William H. Steffen (2016)
Assistant Professor of English
BA, Hampshire College, 2011
MA, University of Massachusetts, Amherst, 2014
PhD, University of Massachusetts, Amherst, 2016

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

Christopher A. Swart (2021)
Assistant Professor of Exercise Science and Internship Coordinator
BS, Physical Education: Exercise Science, Bridgewater State University, 2008
MS, Physical Education: Strength and Conditioning, Bridgewater State University, 2010
PhD, Physical Education: Exercise Physiology, Springfield College, 2015

Mary Tarbell (2014)
Assistant Professor of Nursing
BSN, Nursing, American International College, 1978
MSN, Family Health Nursing, St. Joseph College, 1994

Courtney J. Taylor (2018)
Assistant 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

Linette Wilson (2013)
Assistant Professor of Nursing
BSN, Nursing, Washburn University, 1992
MSN, Nursing, Case Western Reserve University, 2000

Mei-Lin Yeh-Lane (2012)
Associate 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

Debra Anderson
Professor of Human Resource Development, Emerita

Salvatore Anzalotti
Professor of Accounting, Emeritus

Marquela Arenas
Professor of Modern Languages, Emerita

Henry Barton
Professor of English, Emeritus

Brian Cleary
Associate Professor of Education, Emeritus

Barbara Dautrich
Professor of Education, Emerita

John DeFrancesco
Professor of Psychology, Emeritus

Paul C. Desmarais
Professor of Mathematics, Emeritus

Alan Dickinson
Professor of Chemistry, Emeritus

Thomas F. Fitzgerald
Associate Professor of Criminal Justice, Emeritus

Lawrence Habermehl
Professor of Philosophy, Emeritus

Mark Hagopian
Professor of Political Science, Emeritus

Margaret Horsnell
Professor of History, Emerita

Bruce Johnson
Professor of English, Emeritus

Royce Layman
Associate Professor of Education, Emeritus

Thomas Maulucci
Professor of History, Emeritus

Jill McCarthy Payne
Professor of Criminal Justice, Emerita

Augustus Pesce
Professor of Education, Emeritus

Michael Peterson
Professor of Management, Emeritus

Paul M. Quinlan
Professor of Psychology, Emeritus

Lee Sirois
Associate Professor of Psychology, Emeritus

Antoinette Spinelli-Nannen
Professor of Psychology, Emerita

Gregory Schmutte
Professor of Psychology, Emeritus

Robin Varnum
Professor of English, Emerita

Julie Walsh
Professor of Political Science, Emerita

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Superintendent of Schools, Springfield Public Schools

Michael D. Weekes ’75
President and CEO, Providers’ Council

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Institutional Regulations and Policies

Notice of Non-Discrimination

American International College (the "College") is committed to providing equal employment opportunities and equal educational opportunities. AIC is dedicated to maintaining an environment that is free from discrimination and harassment and that encourages mutual respect. The College prohibits discrimination against any employee, student, or applicant for employment or enrollment because of race, color, national or ethnic origin, age, religion, disability, sex, sexual orientation, gender identity and expression, veteran status, or any other characteristic protected under applicable federal or state law.

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

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

Complaints/Grievances Against an Employee:

Millie Lopez-Cook
Director of Human Resources
Deputy Title IX Coordinator
American International College, Box HR
Adams Hall
Springfield, MA 01109
413.654.1479
Debra.rico@aic.edu

Complaints/Grievances Against a Student:

Matthew Scott
Vice President for Student Affairs
Title IX Coordinator
American International College, Box 3A
Schwartz Campus Center
Springfield, MA 01109
413.205.3264
matthew.scott@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.

I. 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.

II. Requesting Reasonable Accommodations

Contact: Christopher Ryan
Section 504 Coordinator
Director of Accessibility Services and Academic Accommodations
christopher.ryan@aic.edu
413.205.3810

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.

III. 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:

Christopher Ryan
Section 504 Coordinator
Director of Accessibility Services and Academic Accommodations
christopher.ryan@aic.edu
413.205.3810

Contact for appeals to established reasonable accommodations:

Tami Christopher
Executive Director of Student Success and Opportunity
Center for Navigating Educational Success Together
James J Shea Sr. Memorial Library, Lower Level
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

IV. 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.