



## School of Arts & Sciences

In the interest of cultivating a mutually supportive, intellectually flexible, and ethically grounded student body, the School of Arts & Sciences (formerly the School of Undergraduate Studies) has identified the following school-wide outcomes for all graduates. Successful students will:

- Approach complex issues through balanced intellectual consideration
- Demonstrate the ability to work collaboratively in highly diverse environments
- Express intellectual curiosity and a commitment to lifelong learning
- Communicate professionally and effectively

### General Education Learning Outcomes

- Formulate effective multi-modal communication that is respectful of civil discourse and diverse perspectives
- Apply quantitative reasoning to solve problems
- Demonstrate digital fluency
- Demonstrate critical thinking by examining assumptions underlying arguments using evidence
- Apply knowledge and ways of knowing from the major academic disciplines of arts and humanities, social sciences, and natural and physical sciences

### Undergraduate Program Components

**General education** — Cambridge College students gain academic skills in college-level writing, critical thinking, quantitative thinking, computer applications, research, and presentations. They gain knowledge within the natural, physical, and social sciences, arts and humanities, begin to use their knowledge, and learn to think systemically across disciplines.

**Open electives** — Each student selects unrestricted electives from the full spectrum of the College's course offerings. Electives may be an eclectic mixture that reflects the student's unique interests and goals, or may be focused in a particular **concentration** or area of study. See program charts.

**Major** — An in-depth understanding of a field of study, including major themes and issues, historical development, major figures and ideas; analysis, synthesis, and evaluation of ideas across disciplines, from multiple perspectives, and over time.

**Final project** — Near the end of their program, degree candidates complete a Capstone project. Students apply the fruits of their academic experience to a culminating learning project that interests and challenges them, on a topic related to their major and their professional goals. They do original research and develop it into an extended essay demonstrating mastery of key concepts, methods, and terminology in the field.

### Graduate Programs

The School of Arts & Sciences also offers a Master of Education in Interdisciplinary Studies tailored to those seeking self-selected graduate study in specific areas related to education. This program, formerly offered by the School of Education, requires graduate-level education courses now offered by the School of Education & Counseling. Graduate Interdisciplinary Studies students are encouraged to work closely with their faculty advisor or program chair to select courses appropriate for their interests and career goals.

## Academic Advising

Academic success coaches/advisors are assigned to each undergraduate student and serve as an ongoing resource from acceptance to graduation, working with students to stay on track and fulfill their academic and career goals.

Academic success coaches/advisors in the Undergraduate Advising Office:

- Update students' academic plans.
- Guide students in selecting appropriate courses for completing their degree in a timely manner.
- Monitor students' academic progress.
- Recommend academic support (tutors) as needed.
- Serve as a resource for creating portfolios and taking standardized tests (ACCUPLACER and CLEP).
- Provide current and accurate information regarding administrative, policy and curriculum changes.
- Provide career counseling services to students.

Orientation occurs before the start of the semester and is mandatory for new students. At Orientation students meet with the dean, faculty, and fellow new students to learn about expectations for the academic journey that they will be embarking; establish important connection with faculty and students; and familiarize themselves with the resources and supports that will be available to them.

## Writing Assessment, Courses, and Tutoring

All new students take a standardized writing assessment prior to registration. Need-specific tutoring is provided by the College. WRT 101-102 may be waived if students have taken equivalent courses *and* assessment indicates proficiency.

## Taking Graduate Courses

In consultation with your advisor, and with written permission from the course instructor, undergraduate students who have completed at least 90 credits at an overall GPA of 3.0 or better may take graduate courses at Cambridge College. These graduate courses may be applied towards a bachelor's degree if they meet current program requirements; they may not be used towards a graduate degree unless specifically identified within an advanced standing program. Licensure courses may not be taken by undergraduate students.

## Focused Study

**Approval** — Some undergraduate courses may be completed in a focused study format if the course has not been offered for several terms and you need the course to graduate on time. A completed application for focused study must be approved by the undergraduate dean.

**Cost** — The standard undergraduate tuition per credit is charged.

**Learning Format** — Focused studies meet a minimum of four times. You and your instructor arrange meeting times; you are expected to work independently. A three-credit focused study will require about 90 hours of documented learning activities, meetings, and individual work.

## Independent Study

Self-motivated students may earn undergraduate credit through individually designed courses, which may be appropriate in the following situations:

- The field or topic is not offered by Cambridge College.
- A unique learning environment provides opportunity for college-level learning (for example, international travel, participation in a cultural exchange program, involvement in a social or political action project).
- Level of student's prior knowledge in subject area is sufficient preparation for advanced study.

After identifying a Cambridge College faculty sponsor, the student and sponsor jointly complete an independent study registration form, specifying the department, course title, number of credits, course objectives, planned activities, and method of evaluation.

No more than 30 credits of a student's 120-credit degree program may be earned by way of independent study. Independent studies are placed within the academic plan as free electives, unless explicitly identified as waiving an existing program requirement by the program chair and/or dean.

**Cost** — The standard undergraduate tuition per credit is charged (see *Tuition and Fees Rates* on page 27).

## Prior Learning Assessment/Portfolios for Credit; Evaluation of Certificates

Undergraduate students may earn academic credit for prior learning outside the classroom (not simply for prior experience). They may attempt to demonstrate the learning equivalent to college courses that meet their program requirements. Content must not duplicate courses already taken or accepted in transfer. By submitting portfolios, students can save both time and tuition costs.

### Portfolio Process

1. Students meet with their academic advisor to verify that credit for this proposed portfolio would fit into their academic program, and to confirm their eligibility to petition for prior learning assessment (PLA)/portfolio credits.
2. Students may be directed by their advisor to contact the coordinator of undergraduate prior learning at 617-873-0112 or 617-221-3139 or [jeff.hogan@cambridgecollege.edu](mailto:jeff.hogan@cambridgecollege.edu) to obtain preliminary approval of the PLA proposal and guidance.
3. Students construct their portfolio(s). Portfolios will consist of a professional résumé, a body of pertinent documentation, and a written learning narrative that details and demonstrates a student's mastery of the learning outcomes of the course or knowledge area for which they are building the portfolio. No original documents should be included in a portfolio.
4. Once a portfolio is submitted, Cambridge College will identify a faculty subject matter expert who will review the portfolio and deliver an assessment of student mastery of the learning outcomes. Portfolios may be recommended for credit, returned for additional work, or declined for no credit.

Portfolios that are denied credit may be appealed in writing to the Dean of the School of Arts & Sciences.

**Cost** — Three credit portfolios are charged at the rate of \$390 (\$130/credit). Block portfolios (5 or more credits) are charged at the flat rate of \$650. PLA charges are not covered by Financial Aid.

*Please check with your advisor to ensure that portfolios submitted, if awarded credit, will be accepted as part of your degree plan.*

Portfolio submission and review processes are subject to change based on student and institutional demand.

#### **Prior Learning Assessment/Skills-based Testing**

One way students can earn credit for prior learning is through the use of established skills-based testing instruments. There are several companies who administer exams for certain introductory college-level course knowledge outcomes. Passing these exams grants credit equivalent to that of passing a college level course.

Cambridge College offers computer-based language testing on campus through the Brigham Young University Foreign Language Testing Service (FLATS). The BYU FLATS test is offered in 52 different languages and can grant up to 12 credits for students who speak a language other than English. The cost for taking the FLATS test is \$50.

#### **Standardized Examinations for Credit**

Undergraduate credit may be awarded to Cambridge College students for CLEP, FLATS foreign language exams, and DANTES DSST exams completed with scores at or above the minimum recommended by the American Council on Education (equivalent to a grade of C). The credits earned are counted as transfer credits.

#### **Undergraduate Certificates**

Certificates taken for degree credit may be applied to a Cambridge College bachelor's degree as program requirements allow (see degree program charts). Certificates with academic content and career development goals appropriate to a particular major may count as major electives (see program charts). Certificate credits may also count as open electives.

Certificates can be designed with partnering businesses, organizations, schools, and other institutions of higher education.

#### **Undergraduate Policies and Procedures**

Detailed policies and procedures for the School of Arts & Sciences are posted on the *MyCC web portal*. Students and faculty may log in to MyCC and click on the Academic Resources tab.



Bachelor of Science

# Criminal Justice

• CIP code 430104 • 120 credits

## Program Description

The Bachelor of Science in Criminal Justice provides a comprehensive exploration of criminal behavior and the responses of law enforcement, the court system and corrections. Students will study law enforcement, the court system, and corrections in light of the principles of public safety, current social justice issues, and the constitutional rights of individuals. Students will explore the impact of crime on victims, offenders, and the general public.

The program draws upon the experience of professional practitioners through in-class and in-field education placements; using their classroom knowledge and developing practical skills in community settings.

## Program Outcomes

Students will be able to:

- Understand the underlying causes of crime and criminal behavior, and distinctions between various forms of law violations.
- Demonstrate, defend and critique the structure of the criminal justice system and discuss legal and ethical responsibilities and practices.
- Evaluate, defend and critique differing views of national, state and local laws, policies and enforcement practices.
- Know the role of law enforcement in society, the structure and training of its officers and specializations such as community policing, state police, environmental police, federal law enforcement.
- Know the history, structure and role of federal and local courts; designated courts such as drug courts, juvenile courts, mental health courts and the judicial process; the roles of defense, prosecution and judicial professionals.
- Evaluate, defend and critique the role of corrections, correctional facilities and sentenced populations, correctional policies, staffing and roles.
- Research and respond to controversial issues related to law enforcement, sentencing and correctional practices and defend differing views in a scholarly manner.
- Participate thoughtfully in debates on society's responses to crime: treatment vs. punishment, need for law and respect for human rights, the impact of crime and imprisonment, alternative sentencing and the principles of restorative justice.

## Careers and Further Study

Graduates will be well prepared for positions in court probation, case management in juvenile and adult judicial processes, community-based alternative sentencing programs, youth diversion programs, pre-release and community reintegration services, drug treatment, victim advocacy, domestic violence services, and corrections on county and state levels. Graduates will be well prepared for study at the Police Academy and for graduate study in criminology, criminal justice, forensics, public administration, law enforcement, legal studies, human and social sciences, and law.

## General Education ..... 42 credits

LRN 175	Principles & Processes of Adult Learning	3
WRT 101	College Writing I	3
CTH 225	Foundations of Critical Thinking	3
MAT 101	College Math I	3
CMP 130	Introduction to Computer Applications	3
CMP 230	Digital Literacy	3
WRT 102	College Writing II	3
MAT 102	College Math II	3

WRT 101-102 and MAT 101-102 may be waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT 201 required if both WRT 101-102 are waived; not required for students completing WRT 101-102 at Cambridge. WRT 090 and MAT 100 required if assessment indicates need.

<b>Arts &amp; Humanities</b>	6
<b>Natural &amp; Physical Sciences</b>	6
<b>Social Sciences</b>	6

## Open Electives ..... 34 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

## Criminal Justice Major ..... 44 credits

JUS 200	Crime and Criminal Justice	3
JUS 225	Introduction to Social Justice	3
JUS 304	Foundations of Law Enforcement	3
JUS 305	Introduction to Criminal Law	3
JUS 306	Courts and Community	3
BHS 300	Domestic Violence: Risks, Trends, Resources	1
BHS 310	Art of Advocacy: Skills for Policy & Service Delivery	1
JUS 310	Women, Crime & Criminal Justice	3
PSY 328	Forensic Psychology	3
JUS 343	Youth and Gangs	1
JUS 350	Introduction to Juvenile Justice	3
BHS 402	Special Topics in Justice Issues	3
PSY 409	Family Mediation Techniques	1
JUS 416	History and Current Practices of Corrections	3
JUS 435	Restorative Justice and Alternative Sentencing	3
JUS 470	Criminal Justice Field Education	4

## Capstone

JUS 490	Criminal Justice Capstone	3
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**Degree completion:** General education requirements may be satisfied by an associate's degree or 60 credits of prior courses that meet all general criteria for transfer; up to 90 credits may be accepted.



Bachelor of Arts

# Early Childhood Education & Care

• CIP code 131210 • 120 credits

## Program Description

The Bachelor of Arts in Early Childhood Education and Care prepares students to teach within and manage early education and care organizations. This comprehensive curriculum develops the competencies defined by the Massachusetts Department of Early Education and Care as essential for leaders in this growing field. The dynamic course work addresses issues of social justice and inclusion of all children, focusing on special needs, diversity, program planning and leadership within child care settings. Electives enable students to tailor their studies to their particular career goals within the field.

## Program Outcomes

Successful graduates will have a demonstrated understanding of the following competencies supporting young children (birth to 8):

- Growth and core development of children.
- Guiding and interacting with children.
- Partnering with families and communities.
- Health, safety and nutrition for young children.
- Learning environments and implementing curriculum.
- Observation, assessment and documentation.
- Program planning, development and implementation.
- Professionalism and leadership.

## Careers and Further Study

Our graduates typically progress from entry level to upper level careers in state and private day care centers and pre-schools, Headstart and other agencies focused on underserved populations, and home care. Graduates are also well prepared for graduate study in fields related to young children.

Students enrolling in early childhood education and care will also have an option to be part of an accelerated masters degree leading to early education teacher licensure. The Early Childhood Education & Care program allows students in good academic standing to take courses during their undergraduate program in the graduate program that prepares students for teacher licensure.

**Degree completion:** General education requirements may be satisfied by an associate's degree or 60 credits of prior courses that meet all general criteria for transfer; up to 90 credits may be accepted.

## General Education ..... 42 credits

LRN 175	Principles & Processes of Adult Learning	3
WRT 101	College Writing I	3
CTH 225	Foundations of Critical Thinking	3
MAT 101	College Math I	3
CMP 130	Introduction to Computer Applications	3
CMP 230	Digital Literacy	3
WRT 102	College Writing II	3
MAT 102	College Math II	3

WRT 101-102 and MAT 101-102 may be waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT 201 required if both WRT 101-102 are waived; not required for students completing WRT 101-102 at Cambridge. WRT 090 and MAT 100 required if assessment indicates need.

<b>Arts &amp; Humanities</b>	6
<b>Natural &amp; Physical Sciences</b>	6
<b>Social Sciences</b>	6

## Open Electives ..... 36 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

## Early Childhood Major ..... 42 credits

EMC 210	Introduction to Early Education and Care	3
EMC 301	Integrated Language Arts & Reading	3
EMC 307	Inclusive Teaching in Early Childhood Classrooms	3
EMC 308	Observing & Recording in Early Childhood Classrooms	3
EMC 315	Developing Curriculum for Young Children	3
EMC 316	Effective & Positive Learning Environments in Early Childhood Settings	3
EMC 317	Educational Perspectives in Early Childhood Growth & Development	3
EMC 322	Health, Safety & Nutrition for Early Childhood Settings	3
EMC 325	Principles of Early Childcare Administration	3
EMC 324	Partnering with Families & Communities in Early Childhood Settings	3
EMC 323	Early Childhood Program Planning and Development	3
EMC 402	Early Education & Care Field Experience	3

One elective in management, human services, educational content or special education, based on your specific career goal and interest in young children. . . . . 3

## Capstone

EMC 490	Early Education and Care Capstone	3
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Bachelor of Science

# Health Sciences

• CIP code 510000 • 120 credits

## Program Description

The Bachelor of Science in Health Sciences program combines laboratory-based coursework with a curriculum that is essential for understanding human health, health care structure and function, health care policy, ethics, medical practice, long-term care, and research in general applied life sciences. The Bachelor of Science in Health Sciences prepares graduates for a variety of health careers in medical and pharmaceutical industries, in wellness, public health, health care management, and other related fields. In addition, the program is designed to provide a strong foundation for further graduate studies within the life sciences, health care management, public health, and other related disciplines.

## Program Outcomes

- **Biological Science Knowledge:** Graduates will apply knowledge of the principles and processes of the basic sciences and scientific methods.
- **Integrative Health Knowledge:** Graduates will analyze health issues, policies, and health care management principles based on an integrated interdisciplinary approach.
- **Information Literacy:** Graduates will understand technology's impact on information-gathering and fact-finding and be able to use technology to assess scientific and technical literature.
- **Quantitative Reasoning:** Graduates will apply basic logic, mathematical reasoning, and statistical analysis to problem solving.
- **Critical Thinking:** Graduates will engage in critical thinking, reflection, and problem solving through evidence-based practice.
- **Communication Effectiveness:** Graduates will professionally construct and express their ideas, thoughts, and concepts through written and verbal communication.
- **Professionalism:** Graduates will demonstrate professional ethics, lifelong learning, self-awareness and academic integrity.
- **Cultural and Social Understanding:** Graduates will demonstrate cultural competence by recognizing the cultural beliefs, values, health equity, and health practices of diverse populations to improve health access and outcomes.

## Careers and Further Study

A degree in health sciences provides graduates with the fundamental academic training and analytical skills to work in a variety of health-related fields including medical and pharmaceutical industries, wellness, public health, and health care management.

Graduates will also have a strong foundation to support graduate studies within the life sciences, health care management, public health, and related fields.

## General Education ..... 42 credits

LRN 175	Principles & Processes of Adult Learning	3
WRT 101	College Writing I	3
CTH 225	Foundations of Critical Thinking	3
MAT 101	College Math I	3
CMP 130	Introduction to Computer Applications	3
CMP 230	Digital Literacy	3
WRT 102	College Writing II	3
MAT 102	College Math II	3

WRT 101-102 and MAT 101-102 may be waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT 201 required if both WRT 101-102 are waived; not required for students completing WRT 101-102 at Cambridge. WRT 090 and MAT 100 required if assessment indicates need.

## Arts & Humanities ..... 6

## Natural & Physical Sciences ..... 6

MAT 201	Introduction to Statistics – <u>required</u>	3
PHW 303	Nutrition & Health Promotion – <u>required</u>	3

## Social Sciences ..... 6

## Open Electives ..... 36 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

## Health Sciences Major ..... 42 credits

SCI 201	General Chemistry I – with lab	4
SCI 203	General Biology I – with lab	4
SCI 204	General Biology II – with lab	4
SCI 205	Anatomy & Physiology I – with lab	4
SCI 206	Anatomy & Physiology II – with lab	4
SCI 207	Microbiology – with lab	4
PHW 300	Introduction to Wellness & Health Promotion	3
SCI 311	The Science of Exercise	3
SCI 339	Epidemiology and Public Health	3
HCM 301	Health Care Policy and Reform	3
	See course description under <i>Management: Health Care (HCM)</i> on page 137.	
BSM 354	Legal & Ethical Aspects of Health Care	3
	See course description under <i>Management (BSM)</i> on page 130.	
SCI TBD	Scientific Research Coordination	3



Bachelor of Science

# Human Services

• CIP code 440000 • 120 credits

## Program Description

The Bachelor of Science in Human Services is guided by systemic and holistic thinking, along with an appreciation of research and how it informs practice. A collaborative model of teaching and helping creates an environment where all students are encouraged to reach their potential. We do this by providing opportunities for our students to increase their knowledge and practical skills while recognizing the valuable contributions they are making in their workplaces and in their communities. Our goal is to be an integral part of the change that needs to happen to create a more just and equitable society.

**Required courses** provide broad-based knowledge of individuals, families, and communities, with historical and multicultural perspectives. They present a unique strengths-based, systemic, and culturally relevant approach to working with people effectively across many varied settings.

**Field Education** — Students will apply their knowledge in a variety of community-based settings.

**Final Project** — Students will complete a Capstone project focusing on an topic related to human services. The project consists of research and written work applying their academic experience to a learning project that interests and challenges them.

## Program Outcomes

- Students gain the skills needed to work with people in a way that preserves their dignity and builds on their strengths, empowering them to address their concerns, leading to better outcomes.
- Students learn to identify and work with the strengths inherent in individuals, families, and communities.
- Students gain practical skills for assisting people in making positive changes that will improve the quality of their lives.
- Students are prepared for personal and professional growth.
- Students have built a solid base for graduate studies in a wide variety of professional and academic fields.
- Students become effective agents of positive change

## Careers and Further Study

The health and human service industry has been identified by the Bureau of Labor Statistics as an area of increasing growth in the 21st century. Students majoring in human services may find themselves working and leading in a variety of settings — with adolescents in residential programs or with the elderly in nursing homes; in the community or in health centers; as program directors; as case managers or outreach workers. They work in prevention or in treatment, in after-school programs or criminal justice programs.

Our graduates are well positioned to enter graduate studies in human services, psychology, counseling, social work, and related fields.

## General Education ..... 42 credits

LRN 175	Principles & Processes of Adult Learning	3
WRT 101	College Writing I	3
CTH 225	Foundations of Critical Thinking	3
MAT 101	College Math I	3
CMP 130	Introduction to Computer Applications	3
CMP 230	Digital Literacy	3
WRT 102	College Writing II	3
MAT 102	College Math II	3

WRT 101-102 and MAT 101-102 may be waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT 201 required if both WRT 101-102 are waived; not required for students completing WRT 101-102 at Cambridge. WRT 090 and MAT 100 required if assessment indicates need.

<b>Arts &amp; Humanities</b>	6
<b>Natural &amp; Physical Sciences</b>	6
<b>Social Sciences</b>	6

## Open Electives ..... 33 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

## Human Services Major ..... 45 credits

JUS 225	Introduction to Social Justice	3
BHS 305	Introduction to Human Services	3
BHS 315	Understanding Family & Community Systems	3
BHS 320	Community Building Principles & Strategies	3
BHS 420	Strategies for Change	3
BHS 300	Domestic Violence: Risks, Trends, Resources	1
BHS 306	Case Management for Human Services	3
BHS 310	The Art of Advocacy, Skills for Policy and Service Delivery	1
BHS 369	Legal & Ethical Issues in Human Services	3
BHS 400	Family Life Cycle	3
BHS 401	Intro to Addictions: Theory and Practice	3
BHS 470	Human Services Field Education I	4
MAN 350	Principles of Supervision	1

## Human Services Electives ..... 8

### Capstone

BHS 490	Human Services Capstone	3
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**Degree completion:** General education requirements may be satisfied by an associate's degree or 60 credits of prior courses that meet all general criteria for transfer; up to 90 credits may be accepted.



Bachelor of Science

# Human Services Management

• CIP code 440000 • 120 credits

## Program Description

The Bachelor of Science in Human Services Management provides students with a comprehensive understanding of human services and the management skills needed to provide oversight and direct the activities of human services-related organizations. Students integrate the knowledge from these two disciplines, to understand the mission and scope of service delivery within multiple program models as well as the management skills necessary for the procurement of contracts and the delivery of services for community-based and residential programs. Current ethical and legal issues will be examined.

Cambridge College integrates classroom learning with applied skills through a field education placement in a community human service agency or program. Students will be introduced to management theory and effective techniques through research, theory and practice.

## Learning Outcomes

Students will:

- Gain the skills needed to work with people in a way that preserves their dignity and builds on their strengths, empowering them to address their concerns, leading to better outcomes.
- Learn to identify the needs and strengths inherent in individuals, families and communities and work to develop program services that address client needs.
- Gain essential management skills, including effective professional communication, human relations, teamwork, and negotiation while creating work environments that foster corporate social responsibility, sustainability, and long-term growth.
- Gain a theoretical and practical understanding of service delivery, often to very vulnerable persons, and the professional demands of creating and maintaining effective business processes and organizational systems.
- Understand the importance of valuing and respecting diversity, as one manages within the human service agency environment.
- Gain skill in the analysis of complex managerial and organizational situations, taking into account the larger context, strategy, policy, ethics and justice.

## Careers and Further Study

Graduates will be prepared for supervisory and mid-level management positions in the rapidly growing human services profession. Graduates will be ready for graduate study in management, human services, and social sciences.

**Degree completion:** General education requirements may be satisfied by an associate's degree or 60 credits of prior courses that meet all general criteria for transfer; up to 90 credits may be accepted.

## General Education ..... 42 credits

LRN 175	Principles & Processes of Adult Learning	3
WRT 101	College Writing I	3
CTH 225	Foundations of Critical Thinking	3
MAT 101	College Math I	3
CMP 130	Introduction to Computer Applications	3
CMP 230	Digital Literacy	3
WRT 102	College Writing II	3
MAT 102	College Math II	3

WRT 101-102 and MAT 101-102 may be waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT 201 required if both WRT 101-102 are waived; not required for students completing WRT 101-102 at Cambridge. WRT 090 and MAT 100 required if assessment indicates need.

<b>Arts &amp; Humanities</b>	6
<b>Natural &amp; Physical Sciences</b>	6
<b>Social Sciences</b>	6

## Open Electives ..... 36 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

## Human Services Management Major ..... 42 credits

BSM 203	Organizational Communication	3
BSM 204	Financial Accounting	3
BSM 305	Principles of Managing Organizations	3
BSM 315	Diversity in the Workplace	3
BSM 335	Human Resource Management	3
BSM 402	Grant Writing & Fund-Raising	3
BSM 410	Entrepreneurship	3
BSM 441	Business Ethics	3
See BSM course descriptions under <i>Management (BSM)</i> on page 130.		
BHS 305	Introduction to Human Services	3
BHS 310	The Art of Advocacy, Skills for Policy & Service Delivery	1
BHS 315	Understanding Family & Community Systems	3
BHS 320	Community Building Principles and Strategies	3
JUS 360	Contract Compliance & Risk Management	1
BHS 470	Human Services Field Education I	4

## Capstone

BHS 490	Human Services Capstone	3
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Bachelor of Arts

# Interdisciplinary Studies

• CIP code 300000 • 120 credits

## Program Description

The baccalaureate program in Interdisciplinary Studies at Cambridge College integrates critical inquiry, multiple perspectives, ethical awareness of socio-cultural power structures, and metacognition in order to prepare students for both professional positions and/or graduate study. Curriculum emphasizes a practical approach, with courses that build academic skills and broad-based knowledge across the humanities, social sciences, and natural sciences. Upon completion, students will be able to employ multiple disciplines to deepen their understanding of the world and their capacity to explain, problem-solve, and create. The program is very flexible, supporting each student's interests with a wide selection of courses and professional concentrations.

## Program Outcomes

- Generate ideas and questions through critical inquiry and from multiple perspectives
- Apply two or more disciplinary-based perspectives to contemporary concerns
- Assess ethical issues in socio-cultural power-structures
- Direct own learning using metacognitive strategies

## Careers and Further Study

Students will acquire a vocabulary in concepts and methods of interdisciplinary thinking, and will gain the skills necessary to navigate and manage complex systems and ideas, obtain fulfilling employment, and compete in the working world. Students will develop flexible thinking, strategies for learning and problem-solving, and excellent communication skills. With these transferrable skills and broad-based knowledge across disciplines, our graduates will be equipped to take on new and unforeseen challenges in a fast-paced and quickly changing world. Our graduates go on to a wide variety of careers, often working in schools, community organizations and services, government agencies, and businesses. Many continue on to graduate study in fields ranging from education to law to business management.

**Please note:** The Bachelor of Arts in Interdisciplinary Studies program is also offered fully online through Cambridge College Global. See *Bachelor of Arts in Interdisciplinary Studies* on page 301 for details.

## General Education ..... 42 credits

LRN 175	Principles & Processes of Adult Learning	3
WRT 101	College Writing I	3
CTH 225	Foundations of Critical Thinking	3
MAT 101	College Math I	3
CMP 130	Introduction to Computer Applications	3
CMP 230	Digital Literacy	3
WRT 102	College Writing II	3
MAT 102	College Math II	3

WRT 101-102 and MAT 101-102 may be waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT 201 required if both WRT 101-102 are waived; not required for students completing WRT 101-102 at Cambridge. WRT 090 and MAT 100 required if assessment indicates need.

<b>Arts &amp; Humanities</b>	6
<b>Natural &amp; Physical Sciences</b>	6
<b>Social Sciences</b>	6

## Open Electives ..... 36 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

## Interdisciplinary Studies Major ..... 42 credits

IDS 200	Foundations of Interdisciplinary Studies	3
IDS 300	Topics in Interdisciplinary Studies	3

Upper level courses (300 level and above) distributed by discipline:

<b>Art, Literature, or History</b>	6
<b>Philosophy or Religious Studies</b>	3
<b>Sociology or Psychology</b>	6
<b>Natural or Physical Sciences</b>	6

## Electives in Interdisciplinary Studies or other ..... 12

### Capstone

IDS 490	Action Research Capstone	3
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**Degree completion:** General education requirements may be satisfied by an associate's degree or 60 credits of prior courses that meet all general criteria for transfer; up to 90 credits may be accepted.



Bachelor of Science

# Natural & Applied Sciences

• CIP code 300101 • 120 credits

*New student enrollment in this program has been suspended.*

## Program Description

The Natural and Applied Sciences program provides students with applicable training across scientific disciplines, enabling them to integrate scientific thought and analysis throughout their course of study. The degree is composed of courses and laboratories in four major scientific disciplines: life sciences, mathematics, physical sciences, and engineering and technology. The integration of these classical areas of science encourages students to broaden their approach to analysis and scholarship, and to develop a creative perspective in the pursuit of scientific learning and practice.

## Program Outcomes

- General education in the life sciences, chemistry, physics, mathematics, and applied sciences.
- Demonstrated understanding of fundamental concepts of scientific thought, data-based reasoning, statistical inference, scientific method, logic, and critical thinking.
- Analysis and application of knowledge of biological systems, life sciences concepts and laboratory procedures, human anatomy and physiology.
- Understanding and creative approaches to the application of mathematical concepts including statistics, statistical inference, probability, and data-based reasoning.
- Understanding and evaluation of the general concepts and procedures within the physical sciences, including: fundamentals of geology and geologic systems, general astronomy, college-level chemistry and physics.
- Analysis and creative approaches to general engineering, technology trends, and the application of scientific principles to research and product development.

## Careers and Further Study

Competencies across scientific disciplines provide graduates with the fundamental academic training and analytical skills to work in a variety of science-related fields such as biotechnology, biological research, information technology, health science, and environmental science. Graduates will have a strong foundation to support graduate studies within the life sciences and other scientific fields.

**Degree completion:** General education requirements may be satisfied by an associate's degree or 60 credits of prior courses that meet all general criteria for transfer; up to 90 credits may be accepted.

## General Education ..... 42 credits

LRN 175	Principles & Processes of Adult Learning	3
WRT 101	College Writing I	3
CTH 225	Foundations of Critical Thinking	3
MAT 101	College Math I	3
CMP 130	Introduction to Computer Applications	3
CMP 230	Digital Literacy	3
WRT 102	College Writing II	3
MAT 102	College Math II	3

WRT 101-102 and MAT 101-102 may be waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT 201 required if both WRT 101-102 are waived; not required for students completing WRT 101-102 at Cambridge. WRT 090 and MAT 100 required if assessment indicates need.

<b>Arts &amp; Humanities</b>	6
<b>Natural &amp; Physical Sciences</b>	6
<b>Social Sciences</b>	6

## Open Electives ..... 33 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

## Natural & Applied Sciences Major ..... 45 credits

SCI 203	General Biology I — with lab	4
SCI 204	General Biology II — with lab	4
SCI 205	Anatomy & Physiology I — with lab	4
SCI 207	Microbiology — with lab	4
SCI 223	Physics I: Classical Mechanics — with lab	4
SCI 201	General Chemistry I — with lab	4
SCI 300	Principles of Ecology	3
SCI 138	Physical Geology	3
SCI 224	Fundamentals of Astronomy	3
MAT 201	Introduction to Statistics	3
MAT 310	Mathematical Thought	3
SCI 308	Principles of Engineering	3
SCI 303	History of Technological Innovation	3



Bachelor of Arts

# Psychology

• CIP code 420101 • 120 credits

## Program Description

The Bachelor of Arts in Psychology is set within a broad-based liberal arts framework that has a strong interdisciplinary and humanistic foundation. The curriculum is a solid preparation for professional application in clinical, educational and human services, while also serving as a strong foundation for more specialized application and focus at the graduate level.

The psychology major prepares students for life-long learning, critical thinking and effective action in the field, and helps them develop a wide range of career options and skills that emerge from a broad and comprehensive grounding in psychology as the science of human behavior. An important feature of the program is personal reflection and application of new psychological knowledge and insights to new contexts. Given the scope, intensity and rapidity of social, cultural and technological changes in our world, the need to increase our understanding of the widest possible range of human experience and behavior has never been greater or more critical.

**Required courses** look at the history and methodology of psychology and introduce students to broader issues related to human growth and development, learning theory, personality, motivational and group theories, and a variety of approaches to psychopathology and psychotherapy. A special emphasis of the program is critical examination of the important roles of culture, history and belief in shaping differing approaches to the study of human behavior.

**Final Project** — Students complete a Capstone project which is a culminating piece of research in psychology related to their own personal and professional interests. Students demonstrate their mastery of psychology content and methodology and apply their academic experience to a learning project that interests and challenges them.

## Program Outcomes

- Fundamental understanding of the historical development and methodologies of modern psychology.
- Understanding and basic knowledge of major psychological theories, concepts and processes.
- Understanding of learning theory and cognition, personality, motivation and group theories.
- Understanding of a variety of perspectives regarding mental health, psychopathology, maladaptive behaviors and psychotherapy.
- Understanding of the roles of cultural, social and historical forces in shaping behavior.

## Careers and Further Study

Cambridge College Psychology graduates are well prepared to enter a variety of career pathways working with people. These include clinical, educational, human service and management settings, and research. Graduates work in a wide variety of institutional and private programs and agencies.

Our graduates are additionally well positioned to enter graduate studies in psychology, counseling, social work and related fields.

## General Education ..... 42 credits

LRN 175	Principles & Processes of Adult Learning	3
WRT 101	College Writing I	3
CTH 225	Foundations of Critical Thinking	3
MAT 101	College Math I	3
CMP 130	Introduction to Computer Applications	3
CMP 230	Digital Literacy	3
WRT 102	College Writing II	3
MAT 102	College Math II	3

WRT 101-102 and MAT 101-102 may be waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT 201 required if both WRT 101-102 are waived; not required for students completing WRT 101-102 at Cambridge. WRT 090 and MAT 100 required if assessment indicates need.

<b>Arts &amp; Humanities</b>	6
<b>Natural &amp; Physical Sciences</b>	6
<b>Social Sciences</b>	6

## Open Electives ..... 36 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

## Psychology Major ..... 42 credits

PSY 120	Formative Ideas in Psychology	3
PSY 130	Groups & Social Psychology	3
PSY 210	Developmental Psychology	3
PSY 310	Psychology of Learning	3
PSY 315	Research in Psychology	3
PSY 325	Theories of Personality	3
PSY 402	Themes in Adult Development	3
PSY 412	Perspectives on Psychopathology	3

## Psychology Electives ..... 15

### Capstone

PSY 490	Psychology Capstone	3
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**Degree completion:** General education requirements may be satisfied by an associate's degree or 60 credits of prior courses that meet all general criteria for transfer; up to 90 credits may be accepted.

**Please note:** The Bachelor of Arts in Psychology program is also offered fully online through Cambridge College Global. See *Bachelor of Arts in Psychology* on page 302 for details.



Bachelor of Science

# Wellness & Health Promotion

• CIP code 510001 • 120 credits

## Program Description

The Bachelor of Science in Wellness and Health Promotion prepares students with the knowledge and skills necessary to educate, coach and support individuals, institutions and communities in promoting and maintaining healthy lifestyles. Through an investigation into human health, examining key factors in the rise in chronic health conditions, and the history, philosophical, and theoretical foundations of wellness and health promotion initiatives, students gain a practical understanding of issues affecting individual, community and population health. Coursework emphasizes a lifestyle approach to promoting health and includes elements such as nutrition, physical activity, stress reduction, and other influences on health and wellbeing such as the social determinants of health, substance use, socio-economic and environmental factors.

## Program Outcomes

Upon successful completion, students will be able to work effectively with individuals, organizations, corporations and communities in efforts to enhance lifestyle to impact health, prevent disease and increase quality of life. Students will:

- Gain content knowledge in the science, history and theoretical foundations of wellness and health promotion.
- Assess health and wellness needs; plan, implement, direct and evaluate health promotion and wellness programs.
- Gain communication and marketing skills to effectively assess, organize, and implement wellness and promotion programs and efforts.
- Understand theories and strategies that facilitate positive lifestyle change.
- Utilize evidence-based strategies to improve health and well-being.
- Maximize the well-being of specific target populations by collaborative planning and implementation of wellness programs.
- Apply their learning through direct field experience.
- Effectively advocate for policies and practices that empower individuals and communities to sustain and reinforce health promotion efforts.

## Careers and Further Study

Successful graduates will be well positioned to work as health/wellness coaches and educators in community health initiatives, corporate wellness programs, public and private educational settings, and in fitness and wellness facilities. Graduates are further prepared for advanced studies in a wide range of health related fields such as community and public health, nursing, health education, health care management and administration, addiction studies, psychology, and human services.

**Degree completion:** General education requirements may be satisfied by an associate's degree or 60 credits of prior courses that meet all general criteria for transfer; up to 90 credits may be accepted.

## General Education ..... 42 credits

LRN 175	Principles & Processes of Adult Learning	3
WRT 101	College Writing I	3
CTH 225	Foundations of Critical Thinking	3
MAT 101	College Math I	3
CMP 130	Introduction to Computer Applications	3
CMP 230	Digital Literacy	3
WRT 102	College Writing II	3
MAT 102	College Math II	3

WRT 101-102 and MAT 101-102 may be waived if equivalent courses have been accepted in transfer. Credits will be replaced with open electives. WRT 201 required if both WRT 101-102 are waived; not required for students completing WRT 101-102 at Cambridge. WRT 090 and MAT 100 required if assessment indicates need.

<b>Arts &amp; Humanities</b>	6	
<b>Natural &amp; Physical Sciences</b>	6	
SCI 205	Anatomy & Physiology I – <u>required</u>	
<b>Social Sciences</b>	6	
PSY 110	Systems Thinking in Psychology – <u>required</u>	

## Open Electives ..... 33 credits

Choose electives and/or concentrations to support your academic interests and professional goals.

## Wellness & Health Promotion Major ..... 45 credits

PHW 300	Introduction to Wellness & Health Promotion	3
SCI 235	Principles of Health & Wellness	3
SCI 339	Epidemiology & Public Health	3
PHW 303	Nutrition & Health Promotion	3
SCI 311	The Science of Exercise	3
PSY 426	Self Care for Helping Professionals	3
PHW 420	Leadership in Promoting Health	3
PHW 302	Research in Health Promotion	3
BHS 378	Program Planning & Evaluation	3
PHW 402	Lifestyle Change to Promote Health	3
PHW 470	Field Education: Wellness & Health	3

## Wellness & Health Promotion Electives ..... 9

### Capstone

PHW 490	Capstone: Wellness & Health Promotion	3
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# Undergraduate Elective Concentrations

## Undergraduate Concentration

### Accounting . . . . . 18 credits

The **Accounting** Concentration helps students gain an understanding of financial theory, tools and techniques so that institutional decision making can be based on sound financial principles. This concentration gives students the fundamental skills and academic background to apply contemporary accounting principles to their workplace.

BSM 200	Introduction to Business ( <i>required first course</i> ) . . . . .	3
BSM 204	Financial Accounting . . . . .	3
BSM 409	Budget Preparation & Reporting . . . . .	3
BSM 442	Financial Management . . . . .	3
BSM 481	Cost Management & Internal Controls . . . . .	3
BSM 494	Financial Statement Analysis . . . . .	3

See BSM course descriptions under *Management (BSM)* on page 130.

## Undergraduate Concentration

### Addiction Studies . . . . . 18 credits

**Addiction Studies** is for counselors, case managers, residence managers, and advocates. This concentration considers the impact of substance abuse on individuals, families and communities. It explores theories regarding addiction, various treatment approaches, and the societal consequences.

BHS 401	Introduction to Addictions . . . . .	3
BHS 411	Family Systems and Addictions . . . . .	3
BHS 421	Mental Health and Substance Abuse . . . . .	3
BHS 360	Ethical Issues in Substance Abuse . . . . .	3
BHS 302	Women and Addictions . . . . .	3
BHS 361	Adolescent Drug Prevention . . . . .	3

## Undergraduate Concentration

### Community Building . . . . . 18 credits

**Community Building** is for students planning careers in community work: building and organizing, developing programs and re-creating communities. The courses present an empowering approach to working with communities to improve conditions, expand opportunities and sustain positive change, by fostering relationships and social networks.

BHS 322	Dynamics of Power in Communities . . . . .	3
BHS 325	Community Planning & Development . . . . .	3
BHS 340	Youth Development & Community Practice . . . . .	3
BHS 445	Leadership for Community Builders . . . . .	3
BHS 310	The Art of Advocacy, Skills for Policy & Service Delivery . . . . .	1
BHS electives	. . . . .	5

## Undergraduate Concentration

### Education . . . . . 18 credits (does not satisfy licensure requirements)

EMC 300	Classroom Management & Discipline . . . . .	3
EMC 301	Integrated Language Arts & Reading . . . . .	3
EMC 318	Successful Inclusion in the Classroom . . . . .	3
EMC 319	Social Foundations of Education . . . . .	3
EMC 420	Strategies for Teaching . . . . .	3
PSY 310	Psychology of Learning . . . . .	3





# Undergraduate Elective Concentrations

## Undergraduate Concentration

### Expressive Therapies ..... 18 credits

**Expressive Therapies** provides an interdisciplinary approach to psychology, human growth and the therapeutic encounter with an emphasis on the creative process as an important component of clinical insight and psychological healing. Having developed out of the specialized fields of art therapy, music therapy, dance therapy and psychodrama, the expressive therapies incorporates different expressive art modalities into a holistic, action-based approach to working with people with a broad spectrum of psychological and medical issues. Practitioners work with individuals, families and communities in a wide range of treatment settings including hospitals, clinics, community health centers, prisons, youth and geriatric institutions, as well as in private practice, often as part of treatment teams.

PSY 120	Formative Ideas in Psychology	3
PSY 325	Theories of Personality	3
PSY 376	Psychological & Therapeutic Dimensions of the Arts	3
PSY 403	Psychodrama & Drama Therapy	3
PSY 407	Principles & Practices of Art Therapy	3
PSY 408	Movement & Healing	3

## Undergraduate Concentration

### Family Studies ..... 18 credits

**Family Studies** provides the knowledge and skills needed by practitioners to work effectively with the many demands families today are facing. Our emphasis on building on strengths, respecting and valuing what is important to families while providing care in a culturally humble way, serves to empower families as students learn how to assist them in the changes they are seeking. Students who focus in this area often go on to further studies in human growth and development, human services, social work, marriage and family therapy, and family policy. Students may focus on working with families or family members, on family development, advocacy, case management, or policy.

BHS 315	Understanding Family & Community Systems	3
BHS 366	Family Interventions	3
BHS 400	Family Life Cycle	3
BHS 430	Families with Special Needs	3
BHS 365	Ethical Issues in Working with Families	3
PSY 409	Family Mediation Techniques	1
BHS 300	Domestic Violence: Risks, Trends	1
BHS Elective		1

## Undergraduate Concentration

### General Management ..... 18 credits

The **General Management** Concentration provides a practical framework for understanding contemporary management theory and practice.

BSM 200	Introduction to Business	3
BSM 204	Financial Accounting	3
BSM 205	Marketing	3
BSM 300	Economics for Managers	3
BSM 320	Operations Management	3
BSM 335	Human Resource Management	3
BSM 445	Organizational Theory & Behavior	3

See BSM course descriptions under *Management (BSM)* on page 130.

## Undergraduate Concentration

### Health Care Management ..... 18 credits

**Health Care Management** provides students with a theoretical and practical understanding of health care administration. Students gain knowledge of economic, financial, historical, legal and scientific concepts within health care systems. The concentration covers the regulatory requirements, management of personnel and fiscal practices that insure proper management within the health care industry.

**Prerequisite course:** BSM 200 Introduction to Business ..... 3

#### Concentration courses:

BSM 300	Economics for Managers	3
BSM 350	Comparative Health Care Systems	3
BSM 351	Human Resource Management in Health Care	3
BSM 354	Legal Aspects of Health Care	3
SCI 339	Epidemiology & Public Health	3
HCM 301	Health Care Policy & Reform	3

See BSM course descriptions under *Management (BSM)* on page 130.





# Undergraduate Elective Concentrations

## Undergraduate Concentration

### Holistic Studies ..... 18 credits

**Holistic Studies** is an integrated approach to psychology that addresses the relationship between mind, body and spirit. It draws from multidisciplinary, theoretical and cross-cultural sources including contemporary mind-body approaches to healing. Holistic studies includes expressive art therapies and views the transformative nature of the arts as an important aspect of holistic psychology. Holistic perspectives are applied to human growth and development, psychological disorders and clinical practice, wellness, and the nature of human potential.

- PSY 120 Formative Ideas in Psychology .....3
- PSY 325 Theories of Personality .....3
- PSY 316 Cross-Cultural Perspectives in Psychology .....3
- PSY 345 Psychology of Religion: Spiritual & Mystical Dimensions .....3
- PSY 376 Psychological & Therapeutic Dimensions of the Arts ...3
- PSY 428 Holistic Psychology: An Integrated Approach .....3

## Undergraduate Concentration

### Hospitality Management ..... 18 credits

**Hospitality Management** equips students to manage staff and systems in the hospitality industry. The primary focus is on restaurant front of the house and back of the house management, and on hotel management. Students can become more valuable individual contributors, outstanding team members, and managers of organizations within the hospitality industry.

#### Prerequisite courses:

- BSM 200 Introduction to Business .....3
- BSM 204 Financial Accounting .....3
- BSM 205 Marketing .....3

#### Concentration courses:

- BSM 431 Introduction to Hotel & Restaurant Operations (required first course; may be waived with permission) ..3
- BSM 433 Hospitality Marketing, Sales & Food Promotion .....3
- BSM 434 Advanced Hospitality Operations .....3
- BSM 435 Food & Beverage Cost Control .....3
- BSM 436 Legal Issues in the Hospitality Industry .....3
- BSM 437 Current Issues and Trends in the Hospitality Industry
- or** BSM 438 Hospitality Internship .....3

See BSM course descriptions under *Management (BSM)* on page 130.

## Undergraduate Concentration

### Information Technology & Ebusiness ..... 18 credits

**Information Technology & E-Business** prepares students to develop strategies for managing infrastructure design, server management, security, e-business strategy and marketing. Graduates gain an overview of the technologies for electronic commerce on the Internet and current trends with respect to the technology of the World Wide Web, and explore various e-business models.

*Prerequisite course:* BSM 200 Introduction to Business .....3

- BSM 413 Strategic Business Planning .....3
- BSM 406 Introduction to E-Business .....3
- BSM 420 Internet Marketing .....3
- BSM 460 Database Management .....3
- BSM 470 Project Management .....3
- BSM 475 Information Technology .....3

See BSM course descriptions under *Management (BSM)* on page 130.

## Undergraduate Concentration

### Juvenile Justice Studies ..... 18 credits

**Juvenile Justice Studies** provide students interested in working with adolescents and the juvenile justice system with a solid introduction into the history of youth services, current theories of adolescent development, and the impact of community disadvantage, child abuse and neglect on behavior.

- JUS 350 Introduction to Juvenile Justice .....3
- PSY 359 Understanding Child Abuse and Neglect .....3
- JUS 377 Legal Process for Reporting Suspected Child Abuse ..1 (PSY 359 required concurrently)
- PSY 330 Adolescents in Search of Belonging .....3
- JUS 225 Introduction to Social Justice .....3
- JUS 342 Girls and Delinquency .....3
- Two 1-credit JUS electives .....2





# Undergraduate Elective Concentrations

## Undergraduate Concentration

### Legal Studies ..... 18 credits

**Legal Studies** introduces students to the history and function of the American legal system and provides students interested in pursuing a law career with a basic understanding and knowledge of various aspects of law school and the legal profession. Cambridge College students are introduced to diverse topics and learning that incorporate principles of social justice, civil liberties and service to the community. It is in this context that students learn about and discuss executive, legislative and judicial law and their power to both shape and reflect our understanding of our changing society, world and communities.

- JUS 205 Introduction to Legal Studies .....3
- SOC 212 Introduction to the American Legal System .....3
- JUS 200 Crime and Criminal Justice .....3
- PSY 328 Forensic Psychology. ....3
- JUS 435 Restorative Justice and Alternative Sentencing .....3
- BHS 310 Art of Advocacy: Skills for Policy & Service Delivery . . . .1
- Two JUS electives. ....2

## Undergraduate Concentration

### Network Security..... 18 credits

- CMP 400 Cloud Networking Security
- CMP 401 Wireless Technology & Security
- CMP 415 Network & Digital Forensics Investigation
- CMP 435 Network Protection & Threat Monitoring
- CMP 450 Machine Learning for Network Intrusion Detection

See CMP course descriptions under *Computer Sciences (CMP)* on page 129.

## Undergraduate Concentration

### Organizational Psychology ..... 18 credits

**Organizational Psychology** combines psychology and management. It focuses on organizational and institutional behavior; the psychology of work and working systems, leadership and management styles; and the shifting relationships between individuals and groups. Topics include communication styles and skills, enhancing work environments, mediation and conflict resolution, and valuing human diversity in the workplace.

#### Prerequisite/concurrent courses:

- PSY 120 Formative Ideas in Psychology .....3

#### Concentration courses:

- PSY 110 Systems Thinking in Psychology .....3
- PSY 325 Theories of Personality .....3
- PSY 421 Psychology & Work Today. ....3
- BSM 315 Diversity in the Workplace. ....3
- BSM 445 Organizational Theory & Behavior .....3
- BSM 465 Negotiation & Conflict Management .....3

See BSM course descriptions under *Management (BSM)* on page 130.

## Undergraduate Concentration

### Peace & Justice Studies ..... 18 credits

**Justice Studies** is concerned with treating justice issues as a general class of social and political problems to be understood. It is through understanding of the issues that underlie injustice that society is able to create social change. It is the mission of the Justice Studies program to recognize that the fair and equitable provision of justice is the only path to a more just and humane world.

- JUS 225 Introduction to Social Justice .....3
- JUS 345 War, Peace and Non-Violence. ....3
- JUS 435 Restorative Justice and Alternative Sentencing .....3
- JUS 315 Wealth, Poverty and Inequality .....3
- JUS 415 Violence in American Society .....3
- BHS 402 Special Topics in Justice Issues .....3







# Undergraduate Elective Concentrations

## Undergraduate Concentration

### Wellness & Health Promotion . . . 18 credits

A concentration in **Wellness & Health Promotion** will provide students with the knowledge and skills needed to change elements of lifestyle for themselves and others, to enable them to take greater control in the prevention, management and even reversal of chronic disease, and to focus on increasing protective factors to promote health and wellness. This will address the role of stress and how to mitigate the negative effects of chronic stress; the role of physical activity and exercise in physical and mental health; and how elements of lifestyle such as nutrition play such an important role in gaining control of our health. This concentration will prepare students to assess needs and consider how to bring wellness to many individuals, groups, and organizations, including the workplace.

PHW 303	Nutrition in Health Promotion . . . . .	3
SCI 311	Science of Exercise. . . . .	3
PHW 402	Lifestyle Change to Promote Health . . . . .	3
PSY 426	Self Care for Helping Professionals . . . . .	3
BHS 378	Program Planning & Evaluation . . . . .	3
BSM 201	Wellness in the Workplace . . . . .	3



Master of Education

# Interdisciplinary Studies

• CIP code 130101 • 32 credits, 3 terms full-time

## Program Description

The Master of Education in Interdisciplinary Studies program enables students to develop their own program in consultation with a faculty advisor to augment their knowledge and professional skills and, in some instances, prepare for a career transition. Students select courses from among the College's offerings in any or all disciplines. They are expected to articulate a rationale for each course selected. (Note: the program does not prepare students for licensure.)

Assessment — Students meet with their faculty advisor to assess their progress in meeting their program goals as part of a formative evaluation process.

Independent Learning Project — Students will research and write about a topic that supports their post-graduate endeavors and/or personal growth.

## Learning Outcomes

Students who complete the degree requirements for Interdisciplinary Studies will be able to:

- Integrate information and knowledge from interdisciplinary perspectives.
- Demonstrate advanced cultural competence.
- Improve higher order cognitive skills, capacity for independent thinking, and autonomous action.
- Employ meta-cognition in the classroom, the work place, and life circumstances.
- Demonstrate advanced critical thinking skills by making profound connections between and among seeming dissimilarities as required for effective analyses and performances in social, professional, and cultural contexts.
- Appreciate and enjoy questions, ambiguity, and paradox.
- Interrogate world views and become cognizant of ethical dimensions of human systems, institutions, issues, and dilemmas.

## Careers

Our graduates pursue a wide variety of jobs that involve a significant element of educating. They are tutors and teachers; personal, academic, and athletic coaches; actors; family advocates and mediators; clergy; college faculty and administrators; and more. They work in schools and colleges, nonprofit organizations and human services, the criminal justice system; religious organizations, community planning and development, and corporations.

## Courses ..... 32 credits

See *Education Course Descriptions* on page 215.

### Professional Seminar & Project .....9 credits

- EED 691-693 Professional Seminar I-III (3 terms @ 2 credits)
- EED800 Independent Learning Project

### Theory & Practice.....2 credits

- EED 590-591 Theory & Practice of Education — Fall and Spring only (2 terms @ 1 credit)

### Preparing for Success.....3 credits

- EED 604 Graduate Level Writing for Social Science Research

### Foundation Courses ..... choose 6 or more credits

- EED 544 The Teacher as Artist
- EED 610 Strategies for Teaching Critical Thinking Across the Curriculum
- EED 617 Foundations of Social Justice
- EED 636 Rereading Global Oppression
- EED 680 America Through Its Literatures
- EED 681 Visualizing Social Justice
- EED 705 Multicultural Diversity Issues in Workplace & Classroom

### Elective Courses .....choose up to 12 credits

- EED, ENG, EDU Choose any EED, ENG or select EDU course(s)
- ELM 517 Literature for Young Adults
- ELM 523 Children's Literature
- EED 564 Motivation & Teaching: Theories & Practices
- EDU 612 From Writing to Reading
- EDU 622 Active Assessment for Active Reading
- EED 647 Human Brain, Human Learning
- EIT 711 Advanced Technologies in Education
- EIT 712 Using Educational Technology to Improve Teaching & Learning in in Physical & Virtual Environments

Or, with prior approval of the seminar leader, appropriate dean, program chair, and the IS program chair, students may take no more than:

- Four 3-credit courses in any program outside the Interdisciplinary Studies program.
- Two 3-credit independent studies courses.

**Changing program:** If entering Interdisciplinary Studies from another Cambridge College graduate program, students must consult with the program chair to plan their program. The following (at minimum) must be taken within Interdisciplinary Studies:

- Final Professional Seminar: EED 692 or 693
- Independent Learning Project: EED 800 or EED 801
- One 3-credit course in EED, EDU, ELM, or ENG.

**Program NOT approved** by the Mass. Dept. of Elementary & Secondary Education (DESE).

**If 9-12 external transfer credits are accepted:**

- Professional Seminar is reduced to two terms: EED 691-692
- EED800 Independent Learning Project required
- Theory & Practice is reduced to one credit: EED 590 or 591
- Four 3-credit courses required: EED, EDU, ENG courses (others by permission)
- Program may be completed in two terms.

**Program chair:** Diane Harper, M.A.  
• Diane.Harper@cambridgecollege.edu

All courses 3 credits except as noted.



# Accelerated Bachelor's to Master's Degree Programs

Cambridge College bachelor's programs are designed to align closely with our master's degree programs. Accelerated programming allows high-achieving undergraduates to enroll in specific graduate-level courses that will count toward both their bachelor's and their master's degrees, saving the student both time and money; advancing them at an accelerated pace toward greater employment opportunities.

Cambridge College undergraduate students with a history of strong academic achievement are eligible to apply.

**1. Students who may wish to apply** must indicate their interest to their advisor or program chair early in their program, and plan accordingly to complete all accelerated program prerequisites below before they have completed 90 credits.

- **General education prerequisites:**

WRT 101-102 College Writing II  
MAT 101-102 College Math I-II  
CMP 130 Computer Applications  
LRN 175 Principles & Processes of Adult Learning  
CTH 225 Critical Thinking

- **Specified undergraduate courses** identified by the relevant graduate program as accelerated program prerequisites.

## 2. Apply for accelerated master's program: Requirements

- Maintenance of an undergraduate GPA of 3.5+ based on a full record transcript, including courses transferred in.
- 90 or more credits successfully completed, that meet requirements towards a Cambridge College bachelor's degree, including general education prerequisites listed above and any additional undergraduate prerequisites of the accelerated program:
- Students will need to obtain a written recommendation from their academic advisor or undergraduate program chair. These recommendations will be provided to the respective graduate school along with the student's academic record.
- The graduate school will then schedule an interview with the applicant. If approved by the receiving graduate school, the student will be allowed to enroll in specified courses within the respective master's programs.

**3. Accepted students** take specified **graduate courses** while still completing their bachelor's degree.

This graduate course work, if completed at a grade of B or better, will be applicable toward both the bachelor's degree requirements and the master's degree. The courses are billed at the undergraduate tuition rate. (The credits will appear on the graduate transcript as graduate-level transfer credits.)

- Division of Education: up to 12 credits (four courses).
- Division of Counseling: up to 9 credits (three courses).

## 4. Transition to master's program

- Students will be granted their bachelor's degree when they complete all the undergraduate requirements; they are undergraduate students until that point.
- Students will be expected to enroll in the graduate program in the term directly following the completion their bachelor's degree.
- All admission requirements of the receiving graduate school and the degree/concentration must also be met before matriculation. (see *Admission* on page 13). Note that licensure programs have more specific requirements.

**Upon matriculating into the master's program**, students will be assigned a graduate advisor who will monitor their progress and work with them to complete the master's program (see master's program chart).

Students will be expected to maintain their strong academic record as they progress through the graduate program.



Bachelor's Degree and Master of Education

## Accelerated Bachelor's to M.Ed.: Interdisciplinary Studies

Both degrees: 120+32 credits • 5 years full-time

The Accelerated B.S. to M.Ed. program allows qualified Cambridge College students to earn both a bachelor's degree and an M.Ed. within a reduced time frame and at a reduced cost.

**1. Students who may wish to apply** should work closely with their undergraduate program chair to complete all accelerated program prerequisites before they have completed 90 credits.

### Accelerated Program Prerequisites

WRT 101-102 College Writing I-II

MAT 101-102 College Math I-II

CMP 130 Computer Applications

LRN 175 Principles & Processes of Adult Learning

CTH 225 Foundations of Critical Thinking

### 2. Apply for Accelerated M.Ed.

**3. Accepted students** may take the **graduate courses** below within their bachelor's degree program.

EED 636 Rereading Global Oppression

EED 705 Multicultural Diversity Issues in Workplace & Classroom

EED 647 Human Brain, Human Learning

EED 681 Visualizing Social Justice

or EED 544 Teacher As Artist

### 4. Transition to Master's Program

#### Required to Apply

- 90 or more credits successfully completed in a Cambridge College bachelor's degree in any field, including all accelerated program prerequisites, with a GPA of 3.5+ based on a full record transcript including courses transferred in.
- Written approval of the student's undergraduate program chair and regional center director (if applicable), and School of Arts & Sciences dean.

#### Transition to Master's Program

- All undergraduate graduation requirements must be satisfied.
- Students will be expected to enroll in the graduate program in the term directly following the completion their bachelor's degree.
- All graduate admission requirements of the School of Arts & Sciences must also be met before matriculation.

Upon matriculating into the master's program, students will be assigned a graduate advisor who will monitor their progress and work with them to complete the master's program (see *Master of Education in Interdisciplinary Studies* on page 84). Students will be expected to maintain their strong academic record as they progress through the graduate program.



## Bachelor's Degree and Master of Education

### Accelerated Bachelor's to M.Ed.: Early Childhood Teacher

Both degrees: 120+31-34 credits • 5 years full-time

The Accelerated B.S. to M.Ed. program allows qualified Cambridge College students to earn both a bachelor's degree and an M.Ed. within a reduced time frame and at a reduced cost.

**1. Students who may wish to apply** should work closely with their undergraduate program chair to complete all accelerated program prerequisites before they have completed 90 credits.

#### Accelerated Program Prerequisites

- WRT 101-102 College Writing I-II
- MAT 101-102 College Math I-II
- CMP 130 Computer Applications
- LRN 175 Principles & Processes of Adult Learning
- CTH 225 Foundations of Critical Thinking

#### 2. Apply for Accelerated M.Ed.

**3. Accepted students** may take the **graduate courses** below within their bachelor's degree program.

- ESP 592 Adapting Materials for Students w/Disabilities in Gen Ed Classrooms (1 credit)
- ESP 594 Collab & Consultation Techniques (2 credits)
- ECE 612 Developmental Reading for Early Childhood Birth to Eight
- ESP 512 Inclusion & Behavior Management
- ECE 600 Development of Young Children *OR*  
ELE 620 Integration of Children's Literature in Early Childhood & Elementary Curriculum

#### 4. Transition to Master's Program

## Bachelor's Degree and Master of Education

### Accelerated Bachelor's to M.Ed.: Mathematics (5-8)

Both degrees: 120+35-38 credits • 5 years full-time

The Accelerated B.S. to M.Ed. program allows qualified Cambridge College students to earn both a bachelor's degree and an M.Ed. within a reduced time frame and at a reduced cost.

**1. Students who may wish to apply** should work closely with their undergraduate program chair to complete all accelerated program prerequisites before they have completed 90 credits.

#### Accelerated Program Prerequisites

- WRT 101-102 College Writing I-II
- MAT 101-102 College Math I-II
- CMP 130 Computer Applications
- LRN 175 Principles & Processes of Adult Learning
- CTH 225 Foundations of Critical Thinking

#### 2. Apply for Accelerated M.Ed.

**3. Accepted students** may take the **graduate courses** below within their bachelor's degree program.

- MAT 603 Arithmetic to Algebra: Developing Math Patterns & Ideas
- MAT 605 Technology in Math Learning & Teaching
- MAT 607 College Algebra
- MAT 609 Euclidean Geometry

#### 4. Transition to Master's Program

#### Required to Apply

- 90 or more credits successfully completed in a Cambridge College bachelor's degree in any field, including all accelerated program prerequisites, with a GPA of 3.5+ based on a full record transcript including courses transferred in.
- Written approval of the student's undergraduate program chair and regional center director (if applicable), and School of Education & Counseling dean.

#### Transition to Master's Program

- All undergraduate graduation requirements must be satisfied.
- Students will be expected to enroll in the graduate program in the term directly following the completion their bachelor's degree.
- All admission requirements of the graduate School of Education & Counseling and the degree/concentration must also be met before matriculation.

Upon matriculating into the master's program, students will be assigned a graduate advisor who will monitor their progress and work with them to complete the master's program.

Students will be expected to maintain their strong academic record as they progress through the graduate program.



# Accelerated Programs

Bachelor's Degree and Master of Education

Bachelor's Degree and Master of Education

## Accelerated Bachelor's to M.Ed.: English as a Second Language

Both degrees: 120+33 credits • 5 years full-time

## Accelerated Bachelor's to M.Ed.: Skills-Based Health/Social & Emotional Learning

Both degrees: 120+36 credits • 5 years full-time

The Accelerated B.S. to M.Ed. program allows qualified Cambridge College students to earn both a bachelor's degree and an M.Ed. within a reduced time frame and at a reduced cost.

**1. Students who may wish to apply** should work closely with their undergraduate program chair to complete all accelerated program prerequisites before they have completed 90 credits.

### Accelerated Program Prerequisites

- WRT 101-102 College Writing I-II
- MAT 101-102 College Math I-II
- CMP 130 Computer Applications
- LRN 175 Principles & Processes of Adult Learning
- CTH 225 Foundations of Critical Thinking

### 2. Apply for Accelerated M.Ed.

**3. Accepted students** may take the **graduate courses** below within their bachelor's degree program.

- ESL 630 Equitable Assessment of ESL Learners
- ESL 631 Second-Language Acquisition & Culture
- ESL 610 Linguistics & Language Variations
- ESL 620 Teaching Reading & Writing to ESL Students

### 4. Transition to Master's Program

The Accelerated B.S. to M.Ed. program allows qualified Cambridge College students to earn both a bachelor's degree and an M.Ed. within a reduced time frame and at a reduced cost.

**1. Students who may wish to apply** should work closely with their undergraduate program chair to complete all accelerated program prerequisites before they have completed 90 credits.

### Accelerated Program Prerequisites

- WRT 101-102 College Writing I-II
- MAT 101-102 College Math I-II
- CMP 130 Computer Applications
- LRN 175 Principles & Processes of Adult Learning
- CTH 225 Foundations of Critical Thinking
- SCI 205 Anatomy & Physiology I

### 2. Apply for Accelerated M.Ed.

**3. Accepted students** may take the **graduate courses** below within their bachelor's degree program.

- EHE 613 Principles of Health/Social Emotional Promotion & Public Health Issues . . . . . Fall
- EHE 622 Implementing Curriculum in the Health/SEL Classroom Fall
- EHE 632 Teaching About Human Sexuality . . . . . Fall
- EHE 682 Health-SEL Skills for Risk Reduction & Positive Behavior Change . . . . . Spring

### 4. Transition to Master's Program

#### Required to Apply

- 90 or more credits successfully completed in a Cambridge College bachelor's degree in any field, including all accelerated program prerequisites, with a GPA of 3.5+ based on a full record transcript including courses transferred in.
- Written approval of the student's undergraduate program chair and regional center director (if applicable), and School of Education & Counseling dean.

#### Transition to Master's Program

- All undergraduate graduation requirements must be satisfied.
- Students will be expected to enroll in the graduate program in the term directly following the completion their bachelor's degree.
- All admission requirements of the graduate School of Education & Counseling and the degree/concentration must also be met before matriculation.

Upon matriculating into the master's program, students will be assigned a graduate advisor who will monitor their progress and work with them to complete the master's program.

Students will be expected to maintain their strong academic record as they progress through the graduate program.



Bachelor's Degree and Master of Education

## Accelerated Bachelor's to M.Ed.: General Science 1-6 or 5-8

• CIP code 131316 • Both programs: 120 + 32-35 credits • 5 years full-time

The Accelerated B.S. to General Science program provides a career pathway for qualified Cambridge College students, leading to initial licensure in General Science, Grades 1-6 or 5-8. Students earn both a bachelor's degree and an M.Ed. within a reduced time frame and at a reduced cost.

**1. Students who may wish to apply** should work closely with their undergraduate program chair to complete all accelerated program prerequisites before they have completed 90 credits.

### Accelerated Program Prerequisites

WRT 101-102 College Writing I-II

MAT 101-102 College Math I-II

CMP 130 Computer Applications

CTH 225 Foundations of Critical Thinking

SCI 203 General Biology I

SCI 204 General Biology II

SCI 223 Physics I

SCI 201 General Chemistry I

SCI 138 Physical Geology

SCI 224 Fundamentals of Astronomy

### 2. Apply for Accelerated M.Ed.

**3. Accepted students** may take the **graduate science methods courses** below within their bachelor's degree program.

### Methods & Materials for Teaching:

SCI 686 Physical Science . . . . . Fall

SCI 682 Life Science . . . . . Spring

SCI 684 Earth Science . . . . . Spring

SCI 688 Middle School Chemistry . . . . . Summer

### 4. Transition to M.Ed. in General Science (1-6 or 5-8)

### Required to Apply

- 90 or more credits successfully completed in a Cambridge College bachelor's degree in any field, including all accelerated program prerequisites, with a GPA of 3.5+ based on a full record transcript including courses transferred in.
- Grade of B or better in all science content courses that document subject matter competency.
- Submit official transcript to science program chair for transcript review to ensure compliance with subject matter knowledge competencies for teaching science grades 1-6 or 5-8.
- Meet with the deans of the School of Arts & Sciences and Graduate School of Education & Counseling.
- Written approval of the student's undergraduate program chair and regional center director (if applicable), and SAS dean.

### Transition to Master's Program

- All undergraduate graduation requirements must be satisfied.
- Students will be expected to enroll in the graduate program in the term directly following the completion their bachelor's degree.
- All School of Education & Counseling admission requirements for teacher licensure programs must also be met before matriculation (see *Admissions*).
- Subject matter competency for General Science 1-6 or 5-8 will be evaluated through transcript analysis by the program chair, following the Massachusetts standards for the license (see [www.doe.mass.edu](http://www.doe.mass.edu)). Only coursework completed within the last seven years with grades of B or better will be considered.

**Upon matriculating into the master's program**, students work with the General Science program chair, who monitors their progress and works with them to complete the M.Ed. in General Science (5-8) initial licensure program (see *General Science (1-6 or 5-8)* on page 174.

Students are expected to maintain their strong academic record as they progress through the graduate program.



# Accelerated Programs

*The Accelerated BS to MBA and BS to MM programs are no longer open for enrollment.  
Qualified candidates must contact the School of Business & Technology for an updated degree plan.*

Bachelor's Degree and Master of Business Administration

## Accelerated Bachelor's to MBA

Both degrees: 120 + 45 credits • 5 years full-time

Bachelor's Degree and Master of Management

## Accelerated Bachelor's to MM

Both degrees: 120 + 37 credits • 5 years full-time

The Accelerated B.S. to MBA program allows qualified Cambridge College students to earn both a bachelor's degree and an MBA within a reduced time frame and at a reduced cost.

**1. Students who may wish to apply** should work closely with their undergraduate program chair to complete all accelerated program prerequisites before they have completed 90 credits.

### Accelerated Program Prerequisites

- WRT 101-102 College Writing I-II
- MAT 101-102 College Math I-II
- CMP 130 Computer Applications
- CTH 225 Foundations of Critical Thinking
- BSM 200 Introduction to Business
- BSM 300 Economics for Managers
- BSM 203 Organizational Communication
- BSM 204 Financial Accounting
- MAT 201 Introduction to Statistics

### 2. Apply to Accelerated MBA

**3. Accepted students** may take the **MBA core courses** below within their bachelor's degree program.

- MMG 512 Organizational Environment
- MMG 522 Information Systems in the Organization
- MMG 520 Financial Accounting
- MMG 740 Human Resources Management (MBA)
- or MHC 720 U.S. Health Care System (MBA/Health Care)

### 4. Transition to Master's Program

#### Required to Apply

- 90 or more credits successfully completed in a Cambridge College bachelor's degree in any field, including all accelerated program prerequisites, with a GPA of 3.5+ based on a full record transcript including courses transferred in.
- Written approval of the student's undergraduate program chair and regional center director (if applicable), and SBT dean.

The Accelerated B.S. to MM program allows qualified Cambridge College students to earn both a bachelor's degree and an MM within a reduced time frame and at a reduced cost.

**1. Students who may wish to apply** should work closely with their undergraduate program chair to complete all accelerated program prerequisites before they have completed 90 credits.

### Accelerated Program Prerequisites

- WRT 101-102 College Writing I-II
- MAT 101-102 College Math I-II
- CMP 130 Computer Applications
- CTH 225 Foundations of Critical Thinking
- BSM 200 Introduction to Business
- BSM 300 Economics for Managers
- BSM 203 Organizational Communication
- MAT 201 Introduction to Statistics

### 2. Apply to Accelerated MM

**3. Accepted students** may take the **MM core courses** below within their bachelor's degree program.

- MMG 512 Organizational Environment
- MMG 514 Accounting for Managers
- MMG 517 Research Methods for Managers

### 4. Transition to Master's Program

#### Transition to Master's Program

- All undergraduate graduation requirements must be satisfied.
- Students will be expected to enroll in the graduate program in the term directly following the completion their bachelor's degree.
- All admission requirements of the graduate School of Business & Technology and the degree/concentration must also be met before matriculation.

Upon matriculating into the master's program, students will be assigned a graduate advisor who will monitor their progress and work with them to complete the master's program.

Students will be expected to maintain their strong academic record as they progress through the graduate program.





Bachelor's Degree and Master of Education

## Accelerated Bachelor's to M.Ed.: Mental Health Counseling or Psychological Studies

Both degrees: 120 + 36-66 credits • 5-6 years full-time

The Accelerated Bachelor's to Master's in the School of Education & Counseling allows qualified students to earn both a bachelor's and a master's degree within a reduced time frame and at a reduced cost. The program is open to students in any bachelor's degree program at Cambridge College. It can lead into a master of education in Mental Health Counseling or Psychological Studies degree offered by the Cambridge College graduate School of Education & Counseling.

**1. Students who may wish to apply** should work closely with their undergraduate program chair to complete all accelerated program prerequisites before they have completed 90 credits.

### Accelerated Program Prerequisites

WRT 101-102 College Writing I-II

MAT 101-102 College Math I-II

CMP 130 Computer Applications

LRN 175 Principles of Adult Learning

CTH 225 Foundations of Critical Thinking

**2. Apply** to the accelerated program when 90 credits are successfully completed.

**3. Accepted students** may take the **SEC core courses** below within their bachelor's degree program.

CCP 540 Personality & Counseling Theory

CCP 639 Career Development

CCP 630 Human Development Across the Lifespan

Each of these courses is taught in each academic term and fulfills requirements across all master's programs within the School of Education & Counseling.

### 4. Transition to Master's Program

#### Required to Apply

- 90 or more credits successfully completed in a Cambridge College bachelor's degree in any field, including all accelerated program prerequisites, with a GPA of 3.5+ based on a full record transcript including courses transferred in.
- Written approval of the student's undergraduate program chair and regional center director (if applicable), and SEC dean.

#### Transition to Master's Program

- All undergraduate graduation requirements must be satisfied.
- Students will be expected to enroll in the graduate program in the term directly following the completion their bachelor's degree.
- All admission requirements of the graduate School of Education & Counseling and the degree/concentration must also be met before matriculation.

Upon matriculating into the master's program, students will be assigned a graduate advisor who will monitor their progress and work with them to complete the master's program (see *Mental Health Counseling* on page 262 and *Psychological Studies* on page 272).

Students will be expected to maintain their strong academic record as they progress through the graduate program.

# Undergraduate Arts & Sciences Course Descriptions

## Adult Learning (LRN)

### LRN 175 Principles and Processes of Adult Learning - 3 credits

Students explore theories of adult learning. They clarify the fit between their academic program and their learning and career needs, and see how their prior learning fits in. They assess their academic skills of critical thinking, mathematics, writing, and computer literacy. Students become independent learners who can effectively manage the structures, processes, and expectations of undergraduate education.

### LRN 200 Career Development and Planning - 3 credits

This course will explore the interrelationships among lifestyle, work place, and career planning and execution. Career development theories; occupational educational and personal/social information sources and delivery systems; and organization of career development programs are studied. The course will also emphasize the role of self-assessment of interests, values, and skills. Then it will move to an understanding of the steps in career decision making and learning the necessary employability skills to obtain roles that ultimately amount to a career.

## Arts (ART)

### ART 200 Introduction to Studio Arts - 3 credits

This course provides essential, hands-on familiarity with the materials of art and principles of design. It focuses on the “grammar” of visual arts and art materials: line, color, texture, scale, and composition, and does so especially in the media of painting, drawing, and collage. It enhances your frame of reference for evaluating criteria of beauty and your ability to use and understand visual art as an expressive means of communication within and between cultures.

### ART 201 Studio Art II - 3 credits

This course builds on previously learned art studio skills and visual arts “grammar.” Students will be exposed to various extensions of ideas such as: art volume and space, focus, composition, pattern, and placement. This course will expand the student’s experience of “seeing” and the translation of visual perception into art making, especially in media such as painting, drawing, and collage. Works of art from multiple cultures will be treated. Methods and principles for learning will integrate visual literacy with written and spoken communication. The course will further the idea of visual art as a powerful collective and personal expression of the human experience.

### ART 211 Experiencing the Visual and Performing Arts - 3 credits

ART 211 provides an introduction to the visual and performing arts; examining the major historical developments, traditions, and practices within the visual and performing arts. We explore artistic genres spanning dance, music, theater, and other visual and expressive arts. Through readings, lectures, presentations and other activities, students will develop an understanding of the theories and terminology of the major movements in the global history of the visual and performing arts.

### ART 215 Introduction to the Theater - 3 credits

This course surveys major aspects of theatre from ancient Greece to the present. It includes study of significant playwrights, plays, theatre design, dramatic methods and principles. Given the public nature of drama, the relationship between the dramatic works and their cultural contexts will be explored.

### ART 217 Storytelling Through Video and Film - 3 credits

This course is designed for people who want to become better film and video storytellers. It is also geared towards those who like movies and television and want to increase their appreciation of those forms. The course will introduce you to the basic building blocks of film and video language; such as, shot composition and framing, editing, sound and dialogue, and narrative structure.

### ART 230 Western Arts I: A Survey of Art from Ancient Times to the Renaissance - 3 credits

Beginning with reference to ancient Minoan and Mycenaean art, this course surveys the development of Greek art to and beyond the classical period, the phases of Roman art, the Romanesque, early and late Gothic Art and the Renaissance in Europe. Students develop vocabulary and skills for the analysis of painting, sculpture and architecture, and an ability to communicate about them orally and in writing. The course examines style, technique, and iconography in their historical and cultural context, considering the religious, political, and intellectual climates expressed through the arts. We learn criteria for evaluating quality and beauty, examine how an object was made, for what purpose and audience. This course may be taken independently of ART 231, Western Arts II.

### ART 231 Western Arts II: Survey of Arts from the Renaissance to Post-Modernism - 3 credits

Beginning with the Renaissance, this course surveys the exciting proliferation of styles, symbolism and techniques in western visual arts during the past five hundred years. Major styles and periods include mannerism and the baroque, neo-classicism, romanticism, realism, impressionism and the many forms of modernism, among them, expressionism, surrealism, abstraction and pop art. Students strengthen their vocabulary and skills for the analysis of painting, sculpture, architecture, and gain enhanced ability to communicate about them in writing and speaking. The course examines style, technique, and iconography in historical and cultural context, considering the religious, political, social and intellectual climates articulated in the arts, including new systems of patronage and attitudes toward the public. We learn criteria for evaluating quality, beauty and accomplishment in the arts, and examine how an object was made, for what purpose and audience. ART 230 Western Arts I is useful preparation but is not required.

### ART 300 Art in the Public Interest - 3 credits

Public art explores the role that art and artists play outside of the traditional structure of museums and galleries by investigating notions of the public and the private. Through analysis of publicly-funded and commissioned art, site-specific art, guerilla art, and socially-engaged art, students consider the aesthetic, sociocultural, and political issues in creating art that engages with the public.

### **ART 301 Art and Society - 3 credits**

Students learn how artists, art critics and philosophers think about and create visual arts, theatre, music and other arts. We examine the lives and works of artists, theories of creativity, and criteria for defining beauty and assessing quality. Students get direct experience of the arts through art exhibits, films, interviews, performances and other media.

### **ART 303 Modern Theatre and Public Consciousness - 3 credits**

At the dawn of the 20th Century, the idea of theatre and its role in society changed. Public spectacle about the lives of kings and queens, as well as the overheated melodramas so popular in the mid-1800s, were increasingly replaced by a subversive theatre that challenged audiences to consider their own role in society, whether "realistically," "absurdly," or "magically." Ibsen's defiant heroes and Chekhov's waning aristocrats gave rise to American working-class heroes (and losers) in Clifford's *Odets* and Arthur Miller, the militant theatre of Bertolt Brecht, the absurd theatre of Ionesco and Beckett. Finally, the contemporary theatre must be contemplated in considering what such works as Tony Kushner's *Angels in America* and *Homebody: Kabul* and the public reception of them, have to say about us, our culture, our art, and our vision of humanity.

### **ART 305 Women and Film - 3 credits**

This course focuses on how women are shown in key films of the 20th century. Films presented consider images of women that are one-dimensional (sex goddesses or saints, career women or mothers, vamps or all-American girls) as well as more complex, multidimensional characters. We explore the issue of how the star system, the Production Code, social values, and the personal vision of the directors affect women's depiction on the screen. We learn film vocabulary terms that help us discern and analyze how films use sound, visual, and narrative techniques to portray the image of women. Moreover, the course studies how and to what extent films today influence women's ideas about beauty, identity, marriage, motherhood, career, sexuality, and gender issues.

### **ART 400 The Harlem Renaissance - 1 credit**

The Harlem Renaissance was a major movement in American cultural and social history. During a brief period in the 20s and 30s, Harlem, New York became the world capital of Black artistic life. In this one-credit class, we focus on visual art, dance, and music of the time while attending to literary works such as poems, essays, and short stories. We will focus on the intersections of race, gender, and sexuality, and how art relates to these intersections.

## **Communications (COM)**

### **COM 322 Effective Oral Presentations - 3 credits**

Through practical study and experience preparing and giving presentations, learners develop expertise and gain confidence in speaking before groups. Students gain competency in preparation, organization, time management, voice projection, enunciation, appearance, posture and body language in order to expand their professional communication skills.

## **Critical Thinking (CTH)**

### **CTH 225 Foundations of Critical Thinking - 3 credits**

We learn to engage in reasoned thinking. We learn to formulate hypotheses; conceive and state definitions, and understand logical consistency and inconsistency. We explore the differences between claims of fact, value, and policy; what constitutes credible evidence; the nature of assumptions. We learn what constitutes a persuasive argument as opposed to an emotive and propagandistic one, and critically examine them. Students learn to present clear, well thought out critical arguments in writing and oral presentations. We look at the relationships among thinking, writing, speaking and listening, laying a strong foundation for improving our capacity to write, speak, and listen well.

### **CTH 230 Critical Thinking in the Humanities - 3 credits**

This course explores fundamental approaches to the thinking about, creating and evaluating works in the Humanities, including literature, history, philosophy, art and religion. This course uses core texts from various periods to examine works in these disciplines to explore essential questions: "Where do we come from? What are we? Where are we going?"

### **CTH 300 Critical Thinking Through Cinema - 3 credits**

This course examines the development of film as a medium for recording and shaping history, for telling primal myths and archetypes, for entertainment, politics and commerce. We consider the vocabulary and methods of film and its limitations, especially when it transfers literature from the page to the screen.

## **Education (EMC)**

### **EMC 200 Science in Elementary School - 3 credits**

This course introduces day to day curriculum planning for sciences. Students learn the rationale, language, and ways of planning effective elementary classroom science teaching. Techniques, strategies and resources are addressed in an experiential class to develop skills that are immediately applicable in many courses 1-6.

### **EMC 201 Curriculum Development: Social and Cultural Studies: Elementary Grades - 3 credits**

Students master the basics of developing their own social studies unit. They study essential topics and skills as stipulated in DOE frameworks. We analyze published curricula and textbooks. The skills to be developed include library skills, field trips, map-making, and neighborhood-based projects.

### **EMC 202 Classroom Testing and Measurement - 3 credits**

Educators are experiencing greater pressure to become more knowledgeable about assessment techniques. This course introduces educational testing and measurement, including traditional teacher-made tests and newer methods. Prospective teachers try out new skills for classroom application. More experienced teachers "finally make sense" of some basic testing concepts including norm-referenced and criterion-referenced tests. We practice structuring test items and learn what constitutes content validity. We apply performance based measures and learn about portfolio assessment. An overview of basic statistical concepts increases confidence in interpreting test results. More importantly, new skills improve teaching and enhance learning.

**EMC 210 Introduction to Early Education and Care - 3 credits**

Students will learn about the skills necessary for being an early childhood teacher and what the profession offers and requires for career and professional growth. The topics covered include what it means to create a developmentally appropriate program for young children, issues of the daily care of children, and current and future trends of the profession. Included will be an understanding of how developmental, emotional, and educational needs of young children (birth to eight years of age) are integrated in the course of daily life.

**EMC 215 Integrating Technology into Teaching and Learning - 3 credits**

Technology is most effective when it seamlessly supports instruction. Standards-based software can provide key skills and concepts, give the students the opportunity to model dynamic systems, and allow them to express themselves through a variety of media. Presentation tools address a range of learning styles with visual and auditory cues. Internet resources allow learners to access original source material and provide a forum for discourse among classmates, and with the instructor. Properly integrated, technology forms a silent background for sound educational purposes.

**EMC 300 Classroom Management and Discipline - 3 credits**

This course is designed to support prospective teachers in the exploration of student differences in the classroom and how it impacts teaching and learning, specifically in regards to issues of classroom management and discipline. The course will focus on issues such as classroom management techniques, group dynamics, teacher/student interrelations, leadership styles, peer group dynamics, appropriate punishment, crisis control, coping with special students, teacher/student rights, teacher authority, and communication with parents and administration. A primary objective is to examine how well-organized and managed classrooms set the stage for student learning and achievement. This course, as such, explores both the theory and practice in the field of classroom management to provide students with a theoretical foundation and personal strategies that can be effectively implemented in the elementary classroom.

**EMC 301 Integrated Language Arts and Reading - 3 credits**

Students investigate the reading process and the rationale for integrating listening and speaking, reading, writing, and critical thinking by practicing all of these elements. Focus is on the principles and practice of language acquisition and activities that encourage creativity and methods of developing, linking and expanding a child's encounters with literature.

**EMC 304 Language, Art and Music for Children - 3 credits**

Students investigate methods of developing, linking and expanding children's encounters with literature. The course also integrates art, music and drama into the curriculum of early childhood classrooms. The course includes a weekly lab in which students design and present lessons in the creative arts. Students learn many reading, art and music activities that are age-group appropriate, and how to present them to children.

**EMC 306 Mathematics for the Early Education Classroom - 3 credits**

The course uses the Massachusetts Frameworks as the guideline to provide instruction on how to creatively teach number concepts, patterns, shapes, space, measurement, and data collection. Students learn how mathematics connects across disciplines and how this subject can be embedded in daily activities beyond the classroom, challenging teachers to be alert to opportunities for facilitating mathematical understanding.

**EMC 307 Inclusive Teaching in Early Childhood Settings - 3 credits**

This course will introduce the process of achieving an inclusive classroom. Topics addressed will include: the nature of various disabilities and the laws that govern their education; how to use best-practice strategies, accommodations, motivational interventions, and differentiated instruction so that ALL students benefit from instruction; how to work with other school professionals as part of a team that supports students with disabilities, as well as students from culturally and linguistically diverse backgrounds; and how to develop the affective skills of students, including behavior management strategies for behaviorally challenged students.

**EMC 308 Observing and Recording in Early Education Classrooms - 3 credits**

This course will provide strategies for authentic assessments of young children in school and family settings. Appropriate use of assessment and observation strategies to document development, growth, play, and learning will be studied. Students will learn the value of using data from assessment to enhance curriculum and instruction for the class and individual child. Students will also learn to work with families and other professionals to share assessments and resulting strategies to best serve children.

**EMC 315 Developing Curriculum for Young Children - 3 credits**

Students will demonstrate their ability to organize the environment and plan developmentally appropriate curriculum within a high-quality learning environment to facilitate young children's learning. They will identify the range of appropriate behaviors, activities and materials and be able to implement an integrated, comprehensive, developmentally appropriate curriculum in a supportive physical and social setting for children birth through age 8.

**EMC 316 Effective and Positive Learning Environments in Early Childhood Settings- 3 credits**

The emphasis of this course is on using appropriate guidance techniques to promote positive behavior in childcare settings. What is critical is to understand that interventions must be based on the different developmental, cultural and self-esteem needs of children. Students will be presented with discipline models to become competent practitioners of techniques for birth-8 that match the student's personality and philosophy of learning as well as what is appropriate for the developing child. They will learn to help children develop self-regulation, self-concept, coping mechanisms, self-comfort skills, and positive interaction with peers and adults.

**EMC 317 Educational Perspectives in Early Childhood Growth and Development - 3 credits**

This course covers theories of child development and the developmental sequences critical for early education with emphasis on physical, sensory, language, cognitive, and social-emotional development in the context of individual differences. The course will focus on how children (birth-8) learn based on research in early brain development and the impact of adults on this learning process. Students learn how to create safe, nurturing and challenging learning environments that are developmentally appropriate and promote growth, social skills and knowledge.

**EMC 318 Successful Inclusion in the Classroom - 3 credits**

Students will learn about different techniques and models that promote the successful inclusion of all students in elementary and early education classrooms. Students will gain knowledge about existing federal and state laws, how to adequately understand and develop individualized education plans, plan collaboratively with other teachers to meet students' needs, and enrich the learning environment for all.

**EMC 319 Social Foundations of Education - 3 credits**

The social foundations of education course is an exploration and analysis of the underlying issues within contemporary educational policies, practices, and theories. It is an attempt to ground the day-to-day realities of the classroom within larger philosophical, historical, anthropological, political, legal, and sociological contexts. Such an interdisciplinary perspective will allow students to begin to reflect upon the structures and practices of American education and provide a foundation from which to continue becoming reflective and critical educational practitioners.

**EMC 321 Special Topics in Early Education and Care - 1-3 credits**

This course will provide an in-depth review and analysis of a specially selected topic in early education. Topics vary by term and professor, and will be announced prior to the beginning of each term that it is offered. NOTE: This course is designed to provide an in-depth understanding of an advanced and highly specific topic in early education. EMC 321 is a variable-credit course which requires a minimum of 15 contact hours per credit. Topics and course content are determined by the professor and approved by the program chair in advance of the term.

**EMC 322 Health, Safety and Nutrition for Early Childhood Settings - 3 credits**

This course will focus on health, safety and nutrition as well as preventative health maintenance of the young child. Students will learn to recognize and respond to child abuse and neglect as well as other factors that may threaten a child's safety. Students will study current theories and practice problem-solving methods and conventional applications for in-class situations. The role of culture, language and ability on health decisions and how they impact young children will be assessed. Students will develop activities and resources for a health curriculum that encompasses all aspects of the healthy child.

**EMC 323 Early Childhood Program Planning and Development - 3 credits**

This course assesses the management of early childhood programs and child care centers. Topics covered include planning, managing and evaluating programs and environments for children. Subjects for discussion are marketing, record keeping, budgeting, licensing, accreditation, hiring, motivating/evaluating staff, family involvement and community collaborations. Emphasis will be placed on regulations, applicable laws, professional standards, policies and quality standards. Students will learn best practices in supervision and managing resources.

**EMC 324 Partnering with Families and Communities in Early Childhood Settings - 3 credits**

This course will help students understand diverse family structures and influences and develop consultation and interpersonal skills necessary for communication with coworkers, parents and community members. Students will learn strategies to build respectful and reciprocal relationships with families and the broader community allowing them to help families navigate community resources and schools. Intervention strategies and interviewing techniques will be stressed. Discussions include dynamics of the team process, roadblocks to communication, and analysis of a school system, with subsequent in-service recommendations. Students have an opportunity to apply these learned skills while examining theory concurrently.

**EMC 325 Principles of Early Childcare Administration - 3 credits**

This course will emphasize professionalism and leadership in early childcare settings, leading students to understand and adhere to ethical guidelines and professional standards. Students will learn the value of collaborative leadership where knowledge is shared, reflective practice is encouraged, decisions are informed by data, best practices are followed and diversity is valued. Students will learn to develop themselves as leaders and mentor others.

**EMC 326 Supporting Diversity and English Language Learners in the Early Education Classroom - 3 credits**

This course will focus on the theory and practice of multicultural education, providing students the skills and knowledge necessary to create classrooms that best serve all children. Students will explore how children's experience is shaped by their race, gender, class, ability, religion, language, etc. They will learn to create classrooms that will embrace diversity, valuing the contributions and cultures of all students. This course will also include specific strategies relative to best practices for serving English Language Learners.

**EMC 330 Literature for Children - 3 credits**

This course examines literature for children and young adults from a variety of perspectives. The literature includes classics of poetry, drama, folktales and other fiction. We seek to understand and appreciate the role that literature plays in the stages of a child's development assess the quality of the literature, and appreciate how and why it appeals to children and young adults.

**EMC 401 Teaching Mathematics in Elementary Grades - 3 credits**

This course provides elementary teachers with a strong foundation in mathematics language, principles, and teaching methods and strategies.

**EMC 402 Early Education and Care Field Experience - 3 credits**

This course is an advanced field experience that includes observation, participation, and teaching in the early childhood setting (specifically preschool and kindergarten). Emphasis is on program planning including assessment for children in early childhood education. The candidate must apply to the Early Education and Care program chair one semester in advance to enroll in this course.

**EMC 410 Current Issues and Topics in Education - 3 credits**

This course focuses on current issues in the field of education. Topics for this course are selected from issues and /or concerns raised by the United States Dept. of Education, professional educational organizations, and state boards of education. Students study the historical roots of the selected issues and evaluate approaches to addressing the issues.

**EMC 412 Storytelling and Playmaking - 3 credits**

Students learn developmentally appropriate teaching practices through stories, writing, literature, arts, storytelling, and children's play. Students learn to observe and record the behavior of children ages three to seven and apply their knowledge of developmental stages and the characteristics of young children with and without special needs, to an integrated language arts curriculum. The course includes methods to create a classroom environment that recognizes racial, cultural, and linguistic diversity in young children and supports their learning.

**EMC 415 Multidisciplinary Approach to Content Areas - 3 credits**

Study of basic disciplines (social studies, arts and humanities, sciences) and how they may be related to enhance the teaching and learning experience including experience with designing lesson plans and effective teaching units.

**EMC 420 Strategies for Teaching - 3 credits**

This course introduces students to the field of education as an entrance into the challenges and opportunities of becoming a classroom teacher. The course provides a general overview of best practices in teaching and student learning within the context of how American education is organized. This course serves as a foundation for becoming an effective and moral teacher, and, as such, emphasizes understanding of national and disciplinary standards as well as overarching codes of ethics of being a teacher. In particular, the course uses the NCATE standards to highlight the need for a teacher to possess specific content knowledge, pedagogical skills, and dispositions. The course is applicable for elementary, middle, and high school teachers and will make use of both content-independent and content-specific pedagogical methods to demonstrate and apply applicable best practices.

**EMC 490 Early Education and Care Capstone - 3 credits**

The Early Education and Care capstone will provide students a choice of selecting/creating a culminating project that connects to their individual interests within the early education field. The culminating project synthesizes students' learning, growth, and experiences at the conclusion of the early education and care program, and is intended to reflect a deep and active understanding of their professional position within it. Students will select a project from multiple options, including but not limited to creating a workshop; developing a family resource guide; creating a portfolio; writing a formal research paper; creating a documentary; developing a website or Wiki, or an open proposal for a student-designed project.

## History (HIS)

**HIS 101 World History I - 3 credits**

This course provides an understanding of early civilizations from ancient times until c.1650. Early civilizations include Egypt, Babylonia, India, China, Israel, Greece and Rome. European coverage includes Middle Ages, Renaissance, Reformation and beginnings of the Age of Discovery. This course includes cultural, intellectual, political and economic developments, and is the basis for the 2nd term, HIS 102.

**HIS 102 World History II - 3 credits**

This course explores the historical foundations of the modern world. It reviews the Reformation, Renaissance and the effects of European trading and settlement throughout the world. It continues with the Age of Enlightenment, the American and French Revolutions, the Romantic period, nationalism, industrialization and urbanization, and the transforming 20th century movements in politics, the arts and technology.

**HIS 201 U.S. History I - 3 credits**

This course traces the development of the United States from the colonial period to the end of the Civil War, surveying the economic, political, social and cultural aspects of this development. The course covers the period of exploration, early settlements, colonial life and issues, the development of a unique political philosophy, conflict with Britain, the Revolution, the development of a government based on a new political theory and the development and problems of this new American society and government in its first seventy-five years. Constitutional development at the national and state levels is explored, with particular emphasis on the Massachusetts experience.

**HIS 202 U.S. History II - 3 credits**

This course traces the development of the United States from 1865 to its present status as a world power, analyzing economic, political, social and cultural factors. The functioning of American federal and state constitutions is analyzed, providing the knowledge and understanding needed by teachers and other professionals who interact with the public sector. The course covers the aftermath and effect of the Civil War, industrialization and its impact, waves of new immigration, western expansion, conflict with Native Americans, emergence as a world power, World War I, the Great Depression, World War II and later issues of the 20th century.

**HIS 300 Martin, Malcolm and the Movement - 3 credits**

This course examines and analyzes the development of selected political and economic issues and structures that shape current events and public discourse. Topics vary by term and may include the evolution of the American political parties, of the Executive Branch, the effects of new media, globalism and others. Students learn to analyze source materials and to distinguish fact from opinion. This semester, historical perspectives on contemporary issues will focus on two central figures of the civil rights movement, Martin Luther King, Jr. and Malcolm X. This course seeks to critically examine the social context, the philosophical and ideological framework of Martin Luther King Jr. and Malcolm X. Through biographical and historical analysis, students will develop a greater appreciation of the two historical figures. In addition, we will critically evaluate and relate the methods of each to contemporary U.S.A. and Third World racial, social, political and economic problems. We will read and study the assigned material and bring to class questions on issues that we wish to critically examine through writings and class discussions. Your attendance and active participation is therefore crucial in this course. The instructional modes in class will be based primarily upon lectures, discussion/debates, DVDs, and audiotapes.

### **HIS 301 US History through the Media - 3 credits**

This course explores the cultural, technological, political, and economic transformations of American life from the early 1900s to the present through various modes of mass media. The course uses visual and print media such as film, radio, and TV to examine critical issues and phenomena such as immigration, the world wars, the civil rights movement, and the rise of consumerism. Students will evaluate the content and context of new media formats and the role that such media played on the events covered.

### **HIS 302 History of the Modern Middle East and North Africa - 3 credits**

This course will explore the modern history of the Middle East and North Africa through an investigation of the historical, social, political, religious and economic forces that have sculpted the current cultural landscape across this vast region. Through readings, films, art and news reports, we will examine the impact and influence of imperialism, revolution, expansionism, hegemony, post-colonialism, nationalism, gender and modernity on the region, and develop an informed perspective of the current social and cultural realities across the Middle East and North Africa.

### **HIS 310 Perspectives on Ancient Egypt - 3 credits**

Ancient Egypt figures in film, song, literature and history, but is the ancient Egypt that popular culture imagines now the same as the people saw for themselves then? Drawing upon historiography, archaeology, art history, history and comparative literature in juxtaposition with popular film, fiction and song, students will dissect images of ancient Egypt through time to come to an understanding of ancient Egypt, then and now.

### **HIS 321 Special Topics in History - 3 credits**

This course examines and analyzes the development of political, cultural and economic issues and structures that shape current events and public discourse. Topics vary by term and may include the evolution and current nature of American political parties, of the Executive Branch, the effects of new media, globalism and others. Students learn to analyze source materials and to distinguish fact from opinion.

### **HIS 343 History of Massachusetts - 3 credits**

This course focuses on major persons and events in the history of Massachusetts from Pilgrims, Puritans and Native Americans to the 20th century. Special attention is paid to the development of forms of representative government in the Colonial period and after independence, and to the integration of numerous immigrant groups to the Commonwealth in the 19th-20th centuries. The role of Massachusetts in driving industrial and technological change in America is considered, as is its role in inaugurating public education in America. The course satisfies a key content knowledge area for public school history teachers.

### **HIS 344 History of the Labor Movement - 3 credits**

What are the origins of the modern labor movement? How is it changed and adapted in the 20th century? What new developments have occurred in the 21st century? What laws govern unions? What have unions done for workers? How have free trade, globalization, the economy, and current trends in political thought affected the effectiveness of unions? Is the labor movement still necessary and relevant to today's workers? This course will examine the formation of the AFL and the CIO, the merger AFL-CIO, and the

new Coalition for Change. It will analyze the growth of industrialism and de-industrialism, consider the roles of race and class in the movement, and study the theories of the movement that brought it together and split it apart.

### **HIS 350 Introduction to Political Science - 3 credits**

What is the perfect society? How much power should the government have? Is democracy the best form of government? Political science is the study of how and why people come together to form governing institutions. To understand the nature of government, political scientists study such issues as power and authority, human nature, freedom, obligations, justice and the organization of the state. In this course, we examine the work of some of the greatest political thinkers — Aristotle, Plato, Aquinas, Machiavelli, Hobbes, Rousseau, Nietzsche, Locke and Marx — and learn how they look at politics, government and the individual. The course explores a central issue of government: the difficulty of reconciling the good of an individual with the good of the public. In thinking about this question, students reflect upon the definition of justice, the nature and importance of freedom, the relation between an individual and the community, the best form of government, and the character of the ideal ruler.

## **Human Services (BHS)**

### **BHS 125 Spanish for the Helping Professions - 3 credits**

This course is designed for beginning level students in the helping professions such as workers in human services, community agencies, health care organizations, educators, and others who wish to learn Spanish. This course will enhance students' ability to communicate with Spanish speaking populations in work situations related to the health and human services, education and community work. This course will offer intensive exercises in oral communication, reading, listening and written practice of the Spanish language to enhance oral proficiency. Students will not become fluent as a result of this course, but will begin the process of learning how to communicate in a culturally sensitive manner within the context of the helping professions.

### **BHS 300 Domestic Violence: Risks, Trends, Resources - 1 credit**

Domestic violence\*, also referred to as intimate partner violence (IPV), affects men, women and children of all races and social and economic levels. In 2008 domestic violence reached epidemic proportions and was declared a public health emergency in Massachusetts (Comm of MA, 2015). This course will examine recent statistical trends in reported cases of IPV, the identified risks and behaviors that may serve as cautionary indicators in relationships, and the personal, community and legislative resources available to those who are subject to physical and psychological violence. Students will be guided in exploring their personal attitudes toward domestic violence, violence and gender as well as social acceptance of psychological violence. The role of the human service professional in working with families impacted by domestic violence will be explored.

\*Domestic violence is the willful intimidation, physical assault, battery, sexual assault, and/or other abusive behavior as part of a systematic pattern of power and control perpetrated by one intimate partner against another. It includes physical violence, sexual violence, threats, and emotional abuse. The frequency and severity of domestic violence can vary dramatically.

**BHS 302 Women and Addictions - 3 credits**

This course explores addictions that women have struggled with historically and some now common to women. We discuss the relevance of gender-specific treatment for women, the “real life” complexities of women’s lives, the barriers that keep them from receiving the treatment they need, and the most common co-occurring disorders faced by women who experience addiction problems. The impact of the media is also considered. Students examine various theories in relation to treatment of substance-abusing women. A systemic approach is taken to the complex circumstances of these women’s lives.

**BHS 305 Introduction to Human Services - 3 credits**

This course provides an overview of the history, philosophies, structures and systems of delivery for human services. Drawing from a variety of resources including case studies, students learn what the programs are, whom they serve, and how they work; they explore protocols and procedures to evaluate their success. Particular attention is paid to questions of poverty and wealth and their impact upon public welfare. Students become familiar with ethical issues involved in working with diverse populations and communities, and consider the implications for public policy.

**BHS 306 Case Management for Human Services - 3 credits**

This course focuses on the practice of human services in a case management context. This course is designed to introduce students to a variety of ways in which case management is used to assess and assist clients with identified needs. A particular focus will be placed on how to develop effective service plans with clients and how to find necessary community resources for clients. All phases of the case management process will be discussed.

**BHS 307 Substance Abuse and the Law - 3 credits**

Students learn about the use of the courts, law enforcement, and other measures in the legal and criminal justice systems to prevent, intervene and treat substance abuse. Topics include: therapeutic jurisprudence, prohibition, supply-side versus demand-side interventions, and concerns of special populations. Special effort is directed toward understanding the impact of the legal and criminal justice approach to addiction problems, interacting with these systems, and improving communication between the legal and treatment systems.

**BHS 310 The Art of Advocacy, Skills for Policy and Service Delivery - 1 credit**

Advocacy is an art which integrates policy and passion with the skills of communication, social intelligence and change analysis to achieve a better world. Students will recognize how they already engage in advocacy while exploring systems and institutional level advocacy for social change. Each student will outline an advocacy campaign based on a social issue they have selected. The class will visit the Massachusetts State House and other sites. Students will communicate advocacy actions they have undertaken.

**BHS 315 Understanding Family and Community Systems - 3 credits**

This course builds on systems thinking by applying systemic concepts to understand the makeup and functioning of families and communities. Students review the characteristics and interrelationships among family and community systems, and learn how to assess their respective strengths, resources, needs, and coping strategies. Local community issues impacting families, such as

kinds of employment opportunities and unifying traditions on the one hand, and violence and discrimination on the other, are addressed. Students use assessment models to look at their own life situations such as job, family, neighborhood. Students interact with their peers and others seeking to make an impact with families and communities.

**BHS 320 Community Building Principles and Strategies - 3 credits**

This course introduces the history, theory, and practice of community building in order to increase the effectiveness of people working to improve their communities. It increases students’ capacity and engagement in community planning, advocacy, organizing, decision-making and evaluation. The fundamental principles of community building are explored: Such as incorporating those directly affected by policies at the heart of dialogue and community building; valuing racial and cultural diversity as the foundation for wholeness; promoting active citizenship and political empowerment, building on community strengths and assets; ensuring access to fundamental opportunities and removing obstacles to equal opportunity; supporting and enhancing the well-being of children and their families; fostering sustained commitment, coordination and collaboration based on a shared vision and mutual respect. This course is based on The Boston Community Building Curriculum, developed by the Boston Foundation and currently being implemented by Interaction Institute for Social Change.

**BHS 321 School, Family and Community Partnerships - 3 credits**

Students who are working or preparing to work in education and human services are engaged through interactive learning experiences to understand the development of partnerships with schools to reach, engage, and support families. The model for community success includes building partnerships and providing supports and opportunities that promote active and positive working relationships. Students gain a vision and practical knowledge of what effective partnerships look like and how to tap into community resources. Each student designs a plan to promote school and community partnerships.

**BHS 322 Dynamics of Power in Communities - 3 credits**

Understanding the theory and how power is used in communities is a key factor for community builders. Developing networks, relationships and strategies must be based on knowing what the forces are and how they interact. This course takes a close look at the underlying connections among the economic, social, political and personal forces of communities as to how they relate to power and change. The course will look at political structures and systems in families, workplaces, institutions and other organizations that make up a community, and the dynamics that occur in terms of decision making and the process of change.

**BHS 324 Building Community through Media - 3 credits**

Understanding the potentials and functions of media, particularly media that is available at the grassroots level, offers community people ways to reach and engage one another. The course aims to broaden students’ understanding of media in general, and community media in particular, and how such media can impact a community’s understanding of, and involvement in local issues. The course provides a hands-on, multimedia approach coupled with theory to help students gain a strong appreciation for what media is, how it addresses a diverse audience, how it is used and by whom, and its powerful effect upon communities depending upon who’s making it and for what reason.



**BHS 325 Community Planning and Development in an Urban Environment - 3 credits**

The course will focus on community planning and development and how the process is continuous, guided, and ideally adheres to principles of community building. This course focuses on specific issues of community development where the physical and economic vitality of communities is improved through stakeholder interaction. The literature and activities used in this course will ground students in the issues and tools used to critically examine various community development approaches and projects through a community building lens. Students will be introduced to core theories and methods of city and neighborhood planning, will formulate a research design and scope of services to investigate existing conditions, and will learn how to collect and use data as part of the process of building on local assets to design effective and inclusive solutions to local needs.

**BHS 327 Building Successful Organizations - 3 credits**

Organizational capacity is the interaction of human capital (employees and clients) with organizational structures to solve collective problems and improve and maintain the well-being of that organization. This course will explore the concepts and practices of developing effective and evolving organizations. The course will be highly interactive and will emphasize the sharing of experiences, ideas, and insights from students. Students will be encouraged to ground the ideas discussed by applying them to their own organizations or those they are familiar with. Critical areas of strong organizations include creating effective teams, empowering employees and those receiving services as fellow decision-makers, and addressing the many challenges that emerge when people work together.

**BHS 330 Group Facilitation for Community Building - 3 credits**

Students who work with groups whose purpose is to strengthen the capacity of communities and other structures will learn how to work with groups to address issues and reach agreement. Skills associated with group development will be covered. The course is structured to provide students with an understanding of how facilitation skills and methodology that can be used in their practice working with groups and community building initiatives. Participants will learn how to apply group facilitation theory and use interactive methods to engage the hearts, minds, and energies of diverse groups of people in finding and implementing solutions to difficult problems.

**BHS 335 Using Dialogue to Transform Communities and Organizations - 3 credits**

Dialogue is essential to all relationship building. The course is designed for students to learn the theories of dialogue, how dialogue is used to engage large groups, and to prepare students to understand the potential changes in a community that can be sparked through specific kinds of dialogue. For community change to occur it is critical to have an understanding of the fundamental concepts of dialogue, and what constitutes dialogue for the purpose of making change. The large group dialogue process is an important component for community change whereby people come together to assess situations and develop strategies.

**BHS 340 Youth Development and Community Practice - 3 credits**

This course prepares students to work with youth in a variety of programs and environments. They will learn key concepts of youth development and explore strategies that can have an impact on individual and organizational practices, and in particular, how

workers include youth in decision-making, leadership initiatives, and organizational structures. Students will learn what promotes and what hinders positive engagement with young people, and how to increase youth participation and partnership in projects, programs and especially in the community.

**BHS 360 Ethical Issues in Substance Abuse - 3 credits**

Prerequisite: BHS 401 or experience in the field of addictions (permission from the instructor). This course explores current ethical issues common among a substance abusing population, such as mandatory treatment, involuntary treatment, duty to warn requirements, criminalization, and perinatal addiction. The course also covers professionals' competence, confidentiality, accountability, client welfare, emotional health/personal wellness, and financial concerns. Students begin to understand the ethical debates and the foundations the arguments are based on. This course uses as a foundational code of ethics the Principles of Professional Standards for Substance Abuse Professionals. Students gain increased awareness of the ethical issues in the field and a broader understanding of the debates; they can address client needs more holistically and engage in public discourse on the issues.

**BHS 361 Adolescent Drug Prevention - 3 credits**

This course is designed to provide a wide range of practical and theoretical information about the adolescent drug prevention programs. Student will learn about the adolescent substances of choice, extent of their drug use and abuse, and types of school-based and community-based interventions. Multicultural considerations in the development and assessment of prevention programs will also be examined. It is recommended that Introduction to Addictions be taken prior to taking this course.

**BHS 363 Caring for Elders with Alzheimer's and Memory Related Problems - 3 credits**

This course will provide an overview of Alzheimer's Disease and other dementias. Students will gain understanding of common issues affecting people with Alzheimer's and other memory related problems. They will explore some of the ways in which patients with these diagnoses have traditionally been viewed both from a medical perspective as well as a societal one. We will move from a deficit-based approach of caring and labeling those having dementia to one that defines and includes their humanness as they are now living with a dementia. Students will gain understanding and insight into the unique perception, emotion and perspective that a person living with dementia experiences. Students will learn what a habilitative approach to care is and how to incorporate it with those they care for. Issues of the environment, self-care for the care partner and communication will be addressed.

**BHS 364 Unequal Treatment: Disparities in Health and Human Services - 3 credits**

This course will examine racial and ethnic disparities in health and human services and theories as to why those disparities exist. Students will consider policies that impact quality and equity of care. Specifically we will look at Title VI of the Civil Rights Act, which states that persons will not be treated differently on the basis of race, creed, or color; and how this important policy has been implemented and enforced over time. Students will critically review current efforts to address disparities in care and will focus on cultural competence.

**BHS 365 Ethical Issues in Working With Families - 3 credits**

This course explores current ethical issues that are common when working with families in a human service setting, such as child and elder abuse reporting, mandatory treatment, involuntary treatment, duty to warn requirements, research, and privacy. In addition, six areas of ethical concern are covered, including: professionals' competence, confidentiality, accountability, client welfare, emotional health/personal wellness, and financial concerns. Students begin to understand various aspects of ethical debates, as well as the foundations the arguments are based on. The goal of this class is to increase awareness of the ethical issues within human services and develop a broader understanding of the debates. The ultimate goal is to prepare students to address client needs more holistically and to engage in public discourse on the issues.

**BHS 366 Family Interventions - 3 credits**

How workers intervene with families matters. This course focuses on strategies for engaging families. Students learn how to apply a strengths-based approach in helping families achieve their goals. Students will learn from others in the field who work directly with families in a variety of situations. The Family Development Curriculum (FDC) for working with families fulfills the requirement for this course.

**BHS 369 Legal and Ethical Issues in Human Services - 3 credits**

This course surveys the intersection between legal issues, the clients served by human service agencies, and the agencies themselves. We develop an understanding of how the legal system impacts the client population with respect to various practice areas, as well as the release and exchange of information. The impact of the legal system upon the agencies and their employees is examined. We explore tensions between legal requirements and the provision of services. Finally, we examine the tools available to pursue an advocacy agenda on behalf of individuals, families and systemic reform.

**BHS 378 Program Planning and Evaluation - 3 credits**

Successful programs address client needs and deliver services utilizing an effective systems approach. Students discuss the issues programs face in establishing guidelines for short-term and long-term planning, recruiting and training staff, and in conducting ongoing evaluation of services. Students participate in a client/provider interview and create a program design. The course addresses systems theory, family relationships, governmental agencies and their relationship to community services, program planning, setting goals and objectives, conducting interviews and evaluations, applied critical thinking, assessment, professional writing, and grant writing. (Formerly MAN 424).

**BHS 400 Family Life Cycle - 3 credits**

Theories of growth and development are introduced and applied to the study of individuals and families. The impact of socioeconomic, cultural, ethnic, and social issues on the life cycle is discussed, emphasizing the diversity of developmental schemas. Physical, moral, cognitive, behavioral, and psychosocial development of individuals are addressed in the context of family development. Students trace developmental patterns and identify factors which facilitate or impede growth, using examples from their personal and professional lives.

**BHS 401 Introduction to Addictions: Theory and Practice - 3 credits**

This course presents concepts and practices related to a broad spectrum of addictions and addictive behaviors, including theoretical models of addiction, terminology, review of substances and their effects, treatment strategies and programs. The impact of culture and ethnicity on substance use and abuse is addressed. Important current issues are discussed, such as difficulties in combining mental health and substance abuse perspectives. Students learn first-hand about a variety of treatment programs through guest speakers. Attendance at least one addictions support group is strongly encouraged (AA, NA etc.). Students will be NARCAN trained.

**BHS 402 Special Topics in Justice Issues - 3 credits**

This seminar will provide students with the opportunity to develop an understanding of the justice issues inherent in contemporary social attitudes and institutions. Students will utilize Circles as a forum for in-depth discussion of selected social issues such as race, poverty, juvenile delinquency, crime, war, terrorism, and the death penalty. Issues selected will vary.

**BHS 411 Family Systems and Addictions - 3 credits**

This course provides an overview of family systems, family therapy, and the history of efforts to deal with substance abuse/alcoholism in recent decades. Topics covered include theoretical models of working with families, terminology, the impact of various family members' substance use, agencies, the process of recovery, and treatment programs. We identify methods of working with families affected by substance abuse, considering social, cultural, and environmental factors. Students learn to work systemically with parents, spouses, and children. They learn what constitutes comprehensive family treatment and the resources that are available to families, including but not limited to Al-Anon. Current research is reviewed.

**BHS 420 Strategies for Change - 3 credits**

This course provides theoretical frameworks for understanding the process of change and its implications for individuals and families. We look at intervention systemically and in human service agencies, substance abuse treatment programs, medical and mental health centers, and schools. Students identify barriers to change and examine all aspects of an intervention process, from assessment and treatment planning, to choice of strategies, and implementation. A variety of techniques are presented for use with individuals, families and larger groups. Preventive, problem-solving approaches are discussed as well as strategies for creating new solutions. Students hear from agents of change, analyze their own personal and professional experience, and practice techniques in class and, as appropriate, at their work sites.

**BHS 421 Mental Health and Substance Abuse - 3 credits**

This course explores mental health issues and multiple problems that may be common among a substance-abusing population, such as depression, PTSD, schizophrenia, personality disorders, HIV/Aids, and homelessness. Students begin to understand major symptoms and terminology. We discuss advantages and disadvantages of assessment and diagnosis, and issues specific to gender and culture. The course develops a heightened awareness of mental health issues and a broad understanding of co-occurring disorders, enabling students to address client needs more holistically with a focus on their strengths.

**BHS 430 Families with Special Needs - 3 credits**

Students learn about the biological, situational, and psycho-social conditions defined as “special needs,” and analyze their impact on families, communities, and other childhood environments. The history of governmental response and current laws and regulations applicable to this area are reviewed. Students become familiar with the components of individual and community programs that address special needs, including assessment and rehabilitation planning and the design of appropriate environments. Concepts of “family focus” and “family practice” are emphasized, and students hear from and interact with a number of community experts. Students develop a case study, either individually or in a group, to be presented in professionally written form and orally, in class.

**BHS 434 Community Building Across Disciplines: “Portraits of Practice” - 3 credits**

Given the multiple dimensions of community life students should be prepared to work with multiple disciplines, bringing community building principles and practices to these arenas. This course will bring together and focus on the potentials for various disciplines impacting community change, providing highly interactive and real world experiences to explore and understand the exciting possibilities of multidisciplinary practice. In teams, students will develop a project that has a potential impact on a community.

**BHS 445 Leadership for Community Builders: Theory and Skills - 3 credits**

This course will be an intensive exploration of leadership and power from personal, theoretical and historical perspectives. Class participants will reflect on their own leadership experiences, strengths and challenges. They will also develop their analytical understanding of economic, political and social forces at play nationally and locally. This course focuses on developing the skills for the 21st century collaborative and participatory leader whose job is to create the conditions for self-empowerment and leverage the wisdom and resources of multiple constituencies.

**BHS 470 Human Services Field Education I - 4 credits****BHS 471 Human Services Field Education II - 3 credits**

Human services field education gives students opportunity to practice knowledge and skills gained in the classroom, and to become familiar with the structure and functioning of organizations and community agencies. Under agency supervision, students provide counseling, advocacy, research, information, referral, and similar services, and then document and reflect on their activities. The accompanying seminar includes students from varied placements, who give and receive feedback on case presentations and agency and organization issues. All field sites must be approved in advance by the concentration director and close ties are maintained between the agency supervisor and the course instructor. Students wishing to use their place of employment as a site should contact the concentration director to start the approval process before signing up for this course. The parameters (number of hours, days, etc.) are negotiated between the site, the student, and the College; and a joint contract is signed. Site supervisors must be immediately available to students, and must provide weekly individual or small group supervision. Students should be at their field sites approximately 6-8 hours a week and participate in a 2-hour/week seminar. Satisfactory completion requires satisfactory work at the site and the College seminar. HS Field Education II continues HS Field Education I or covers a new or special situation; offered as a focused study.

**BHS 490 Human Services Capstone - 3 credits**

Prerequisites: 90 credits minimum, including WRT 101 and WRT 102. The Capstone is a comprehensive research project which is the culminating academic activity that helps to synthesize students’ learning in the undergraduate human services program. It is an opportunity to explore a topic of personal or professional interest in human services and to create an original project or piece of research that contributes to the field. The Capstone is 25-30 pages in length and follows a research paper format appropriate to the field of study. Students work together in class and meet or communicate individually with the instructor as needed. Those who take an additional term to complete the Capstone must register for BHS 491 and pass before graduating.

**BHS 491 Human Services Capstone Completion - 3 credits**

Second or additional term(s) as needed to complete the Psychology Capstone.

## Human Services Management (MAN)

**MAN 350 Principles of Supervision - 1 credit**

This course explores the use of supervision as a tool for professional development in human services professions. An action-reflection model maximizes the potential for personal and professional growth. Supervisors learn techniques for providing feedback that enhances supervisees’ skills, strengthens their ability to reflect on performance, and encourages goal-setting. Supervisees gain competence in the use of supervision as a method of documenting professional development and progress in accomplishing goals.

## Interdisciplinary Studies (IDS)

**IDS 200 Foundations of Interdisciplinary Studies - 3 credits**

Prerequisites: WRT 101 or CTH 225 or permission of instructor. Learning about interdisciplinary studies is a multi-step process that involves self-reflection, self-assessment, goal setting, research, inquiry, and metacognition. This course is designed to introduce students to the Interdisciplinary Studies Program and to concepts and methods of interdisciplinary study more generally. Emphasis is placed on generating ideas and questions through critical inquiry and from multiple perspectives. Key ethical issues in socio-cultural power structures will be addressed.

**IDS 300 Topics in Interdisciplinary Studies - 3 credits**

Prerequisites: IDS 200 and WRT 102 or WRT 201. Using an interdisciplinary approach to a complex topic, students will continue to learn to generate ideas and questions to become critical interdisciplinary thinkers. Emphasis is placed on critical inquiry and approaches to the topic from multiple perspectives. Key ethical issues in socio-cultural power structures will be addressed.

**IDS 490 Action Research Capstone - 3 credits**

Prerequisites: 90 credits minimum, including WRT 101, WRT 102, IDS 200, and IDS 300. The Capstone is an action research project and portfolio completion that is the culminating academic activity that helps to synthesize students’ learning in the undergraduate interdisciplinary program. Students will identify an issue, consider multiple perspectives, and advance a creative, interdisciplinary intervention, solution, or response to the issue identified. Those who take an additional term to complete the Capstone must register for IDS 491 and pass before graduating.

# Justice Studies (JUS)

## **JUS 200 Crime and Criminal Justice - 3 credits**

This course provides an introduction to the nature of the crime problem in the United States, including patterns of victimization and offending and the ways in which the criminal justice system responds to these behaviors.

## **JUS 205 Introduction to Legal Studies - 3 credits**

Introduction to Legal Studies introduces students to the legal system and the legal profession in the United States. The course will explore theoretical and historical influences on the American legal system and the practice of law, the origins of the legal system in English common law, the sources of American law, including an overview of the Constitution, state and federal status, the court system, and the legislative and trial process. Students will explore the legal profession and the varied roles assumed by the legal professional in contemporary society. Students will gain an understanding of the emergence of specialized areas of law and the knowledge and skills needed to pursue a law career.

## **JUS 225 Introduction to Social Justice - 3 credits**

Social Justice, the state where conditions are met for all of creation to survive and flourish, is the bedrock with supports all other forms of justice. This course examines the understanding of Social Justice tradition that has developed over the last century. Principles of power, community, and responsibility will be examined in light of practical political and social problems - racism, sexism, hunger, poverty, and environmental issues.

## **JUS 300 Working With Adolescents: Group Leadership, Concepts and Techniques - 1 credit**

The purpose of this class is to provide students with a basic understanding of effective group leadership skills, concepts and techniques in facilitating educational, life skill and process groups when working with the adolescent population. Students will learn the necessary skills to effectively lead group exercises for topics specific to adolescents. Students will be able to utilize a number of proven group leadership skills to enhance engagement, provide support for change, and increased communication skills.

## **JUS 301 Working With Families of Court-involved Youth - 1 credit**

This class will focus on the skills necessary for students working with families of adjudicated youth. This class will offer a strength based approach to providing support and skills building for the family of adolescents and will highlight the characteristics of the family system, influences on behavior and the changing family. Students will learn to use an integrated, systemic approach to engage family groups characterized by the adolescent dynamic. The impact of economic stress, divorce, family conflict, abuse and neglect, and legal issues on the family system and adolescent behavior will be explored.

## **JUS 302 Adolescents and Anger Management - 1 credit**

This course will focus on developmentally appropriate anger management and self regulation skills youth workers can model, communicate and teach to adolescents. The class will provide students with a basic understanding of the emotion, anger, during the stage of human development known as adolescence. This class will explore root causes of anger and the negative impact it can have on healthy development and interpersonal relationships. Students will learn strategies to assist adolescents in their ability to control and express anger in a healthy pro-social manner.

## **JUS 303 Mass Incarceration - 3 credits**

This course explores the rate of incarceration in the United States. Although the U.S. makes up only 5% of the world's population, we hold 25% of the world's prison population — Why? Through challenging readings, including guest speakers, this course will introduce the student to social praxis as a cornerstone for recognizing the need for blending both theory and practice in confronting injustice. Through guided independent and collective study, we can begin to provide an answer as to why so many Americans are in prison; this awareness will create pathways for action resulting in change.

## **JUS 304 Foundations of Law Enforcement - 3 credits**

Students will examine the basic concepts of law related to citizens' rights and officers' responsibilities to maintain a safe society. This course will offer a study of various careers in public safety including local and state police, environmental police, and federal law enforcement officers to include ATF, DEA, Military Police, DHS, Border Control and ICE. The course will explore the history and development of law enforcement in the United States as well as the roles and responsibilities inherent in community policing. Contemporary social policies, attitudes and recent controversies such as Black Lives Matter, Stand Your Ground, police use of force, and racial profiling will be discussed with the goal of achieving an unbiased understanding of the nature of conflict and possible strategies for resolution.

## **JUS 305 Introduction to Criminal Law - 3 credits**

This course explores the role of law, legislation, prosecution and the courts within the criminal justice system. It examines legal elements of crime, how crimes are prosecuted and defended, types and classes of crime, sentencing, alternatives to prosecution and incarceration, juvenile delinquency and prosecution of minors, victims' services and restorative justice, and social functions of law. The overrepresentation of low-income, Black, and Brown people in the criminal justice system is emphasized, and how race and class inform policing, prosecution, sentencing, and punishment.

## **JUS 306 Courts and the Community - 3 credits**

This course will explore the history of the Community Court system inclusive of Drug Courts and Mental Health Courts, methods employed in assessing behavior and recommending treatment, and the availability of appropriate community resources and strategies used to provide treatment and evaluate outcomes.

## **JUS 310 Women, Crime and Criminal Justice - 3 credits**

This course focuses on the history and role of women as offenders, victims, and professionals within the criminal justice system. Emphasis will be placed on social and cultural norms that marginalize women and create the pathways to criminal behavior. The experience of women within the courts, the jail and prison system and upon returning to the community will be explored. Additionally, the impact of women as professionals within the criminal justice system will be discussed.

## **JUS 315 Wealth, Poverty and Inequality - 3 credits**

This course explores differing sociological theories of why inequality exists and how it affects us, and offers alternatives toward a more economically and socially just society. While the United States is the main focus, attention is also given to global inequality. The major emphasis is on socio-economic class, including intersections of class with race and gender. Students will learn about the U.S. upper class, middle class, working class, and poverty class.

**JUS 342 Girls and Delinquency - 3 credits**

Historically, the Juvenile Justice field has developed program services based upon the needs and behaviors of adolescent males. Within the past five years the need for more gender-specific program and treatment models has been recognized. This course presents a gendered view of the causative issues contributing to female adolescent offending and current program initiatives developed to meet the treatment needs of girls.

**JUS 343 Youth and Gangs - 1 credit**

The emergence in the 1980s of youth gangs in the Boston area began a youth sub-culture that has taken root in geographically diverse urban communities. Students in this course will be introduced to gang culture, its origins and meaning. The reasons youth are attracted to gang life will be explored and delinquent behavior will be viewed within the context of gang expectation. Students will learn to identify gang colors, symbols and terminology and will gain insight into the personal experience of gang membership.

**JUS 345 War, Peace and Non-Violence - 3 credits**

Working from an international and local perspective, this course will explore roots of war and peace, connect theory with practice and address personal as well as political implications of war, peace and non-violence. The course will touch on Just War theory, but focus on positive alternatives to war—including a Just Peace framework and the range of strategies (and ways of life) that are often grouped under the umbrella of “non-violence.” The course is an introduction, but we will offer time for participants to build community and dig more deeply into specific areas of interest through a final project.

**JUS 350 Introduction to Juvenile Justice - 3 credits**

This course introduces the history and principles of juvenile justice, focusing on delinquent behavior in the context of adolescence, family, and social/environmental factors. The course explores various societal responses to problem behavior from colonial time to the present, including various community-based and residential program models, and current national debates on treatment vs. punishment of juvenile offenders.

**JUS 356 Youth and the Law - 3 credits**

This course examines current legislative and judicial systems and practices of dealing with youth who have not reached the age of majority. Issues pertaining to due process, deinstitutionalization and waiver to the adult system are explored. Benefits and liabilities of the Massachusetts juvenile courts are analyzed.

**JUS 357 Healing Circles - 1 credit**

The circle process is an aboriginal and native way of being in relationship. Circles are used widely in these communities for resolving conflict and restoring community. In recent years the circle process has made inroads into communities and systems in the United States and Canada. Circles are being formed to help heal, support, connect, plan and problem solve within communities in ways that our traditional processes and methods of communicating have regularly excluded due to the nature of their structure. Whether circles happen at the kitchen table, or within classrooms and systems, the result is always a turning to one another that leaves us with a new understanding of what it means to be in a community. Its implications for what true democracy means and requires of us are powerful and great.

**JUS 358 Bullying Behavior - 1 credit**

Bullying behavior has recently been identified as a serious threat to the emotional, psychological and physical well-being of both victims and aggressors. This course defines bullying behaviors and examines the role of communities and educators in finding solutions and developing comprehensive plans that protect children.

**JUS 360 Contract Compliance and Risk Management for Human Service Programs - 1 credit**

This course examines the clinical, personnel and environmental dynamics present within human service programs and the legal, fiscal and ethical responsibilities program leadership assumes to identify situations that may require immediate intervention. Students learn to develop and implement pro-active harm reduction strategies in order to achieve fiscal and programmatic contract compliance.

**JUS 365 Adolescent Females and Cutting - 1 credit**

This course studies the dynamics of the adolescent female self-mutilator in today's society. Key areas of study are: (1) What is self-mutilation, (2) Who is the self-mutilator; diagnostic factors, (3) How the disorder develops and progresses, (4) Reactions of others, (5) Attachment patterns and family dynamics, and (6) Treatment resources. Course materials are based on: Cognitive-Behavioral Treatment of Borderline Personality Disorder (M. Linehan), Self-Mutilation: Theory, Research and Treatment (Walsh and Rosen), Cutting: Understanding and Overcoming Self-Mutilation (Levenkron). The class presents clear and comprehensive information on the causes and effective treatment resources for this behavior based on the most current and relevant information from noted experts in the field.

**JUS 368 American Immigration Law and Policy - 3 credits**

This class explores many of the major trends in the history of American immigration and the legal and policy structures developed over time to regulate the flow of immigrant populations into the country. The course examines the politics and debates that have shaped major policy shifts since 1965, when the passage of the Immigration Act of 1965 marked a radical departure from a system of preference based on national origin, up to and including the immigration debate today. The class will be taught from a multidisciplinary perspective utilizing short readings drawn from legal and government documents, newspaper articles, historical essays, and oral histories to inspire class discussion and personal reflection.

**JUS 376 Internet Research Methods for Juvenile Justice - 1 credit**

Use of the internet is of great value when exploring a field as timely and diverse as juvenile justice. As the field, especially in Massachusetts, takes on a more global perspective, research and practice in countries like the U.K., Australia, New Zealand, Canada, Belgium, etc. becomes increasingly important to the learner/practitioner in a college environment. This course will explore aspects of the internet - worldwide web, usernet, listserves, ftp, etc. with a particular focus on the global dimension of Juvenile Justice.

**JUS 377 Legal Process for Reporting Suspected Child Abuse - 1 credit**

This course will cover the Massachusetts child abuse and neglect reporting law and regulations implementing that law. Students will learn the elements of law pertaining to what legally constitutes abuse, the responsibilities of mandated reporters in reporting suspected child abuse and neglect, what happens once a report is filed, and the laws governing child protection services.

**JUS 415 Violence in American Society - 3 credits**

In this course, students explore the roots of violence in this country. Students will identify risk factors for violence (e.g. interpersonal and intrapersonal violence, physical and psychological violence, social violence, war, terrorism). The risk and protective factors of violence from both current and literary examples will be discussed. They also examine existing, and construct new, strategies to prevent violence. Students explore a topic of personal interest in their final project.

**JUS 416 History and Current Practice of Corrections - 3 credits**

This course is a study of the history and evolution of corrections from medieval beliefs about the nature of punishment through the establishment of church-sponsored penitentiaries to current philosophies of punishment and incarceration. The purpose and function of U.S. jails and prisons, the different levels of security and the diverse approaches to treatment and rehabilitation vs. punishment will be examined. The course will also study recent theory and research pertinent to the effectiveness of prison programming in preparing men and women for successful reintegration back to the community. Current social issues and policies such as Mass Incarceration, Prison for Profit, Use of Solitary Confinement and Physical Restraint, Out of State Transfers, and the Age of Waiver to the Adult System will be debated. The physical and psychological impact of the correctional system on both inmates and correctional officers will be examined.

**JUS 425 Program Models for Adjudicated Youth - 1 credit**

This course explores the history and developing thinking in the design of programs for adjudicated youth. Current program models within a continuum of care are examined. Students are introduced to the basic issues and controversies in the juvenile justice field and program models utilizing social, medical, and behavioral approaches are compared and contrasted. Students develop needs assessments and service delivery plans.

**JUS 430 Global Justice for Youth - 3 credits**

The UN Declaration on the Rights of the Child has been signed by all UN nations except Somalia and the United States. This course examines our basic assumptions about the rights of children. Students explore particular factors such as gender disparity, economic disempowerment, and social class assignment which contribute to the inequities in available resource options. Universal principles of human rights and social justice are introduced. In light of these principles, students are encouraged to critically research local, national, and international laws and practices related to children and adolescents with a particular emphasis on juvenile justice systems.

**JUS 435 Restorative Justice and Alternative Sentencing - 3 credits**

An alternative to the retributive model of justice, Restorative justice offers a reconciliation model in which the victim, the offender, and the broader community can work toward a more personal and satisfying response to juvenile crime. The emergence and growth of several models such as balanced and restorative justice, VORP (Victim Offender Reconciliation Program), and circle conferencing are viewed within the context of adolescent offending. Attention is paid to issues of age, gender, and culture in various methods of conflict resolution.

**JUS 440 Diversity, Equity and Inclusion in Criminal Justice - 3 credits**

This course examines the personal, social, and political aspects of diversity, equity, and inclusion in all areas but with emphasis on the workplace. The course looks at factors that have affected the focus on DEI, its effect on quality of life and productivity, and ways of moving forward in a highly divided society.

**JUS 445 Crime Scene Investigation - 3 credits**

This course explores the importance and legal significance of evidence. It demonstrates how the investigative process in the field works, including crime scene preservation to case preparation. It also examines techniques used during criminal investigations, such as photography, interviewing, evidence handling, and scene reconstruction. Students will participate in simulations to build and sharpen investigation skills and techniques.

**JUS 450 Research and Analytics in Criminal Justice - 3 credits**

In this course, the student will develop a working understanding of the principles of research and data analysis. Students will learn how to apply scientifically based strategies to create decision-making frameworks based on how a clear understanding of data collection and analysis positively influences institutional outcomes in the criminal justice arena.

## Literature (LIT)

**LIT 203 Introduction to Poetry - 3 credits**

This course will survey the vast variety of poetic expression, from songs, storytelling and the spoken work, to modern experimental forms. Poems which confront the full range of human experience-love and death, politics and religion, comedy and tragedy - will be selected from several ages and cultures.

**LIT 210 Topics in Literature - 3 credits**

This course explores important themes and topics through in-depth study of literature. Topics vary from term to term, centering on themes of enduring interest that have been addressed by writers of various outlooks and styles.

**LIT 215 Shakespeare - 3 credits**

This course introduces the thought, dramatic techniques, language and moral psychology of the most influential writer in the English language. In this course, we slowly and carefully read some of the plays of this dramatist and poet, examining his treatment of the enduring issues of human individuality and relationships, including: parental preference and sibling rivalries; the needs, fears, and dignity of the elderly; ambition, loyalty, self-sacrifice, lust, cruelty and honesty; the ability of human beings to plan wisely while also accounting for human weaknesses and passions; the need for all individuals to eventually confront a moral dilemma that will define their character.

**LIT 301 Exploring Our World Through Poetry - 3 credits**

This course investigates the ways poetry helps us interpret and describe the world around us, our relationships with society, other people, and ourselves. The specific forms of verse in the English language tradition will be explored, as will poetic forms in other cultural traditions which have influenced English. The social functions of poetry in various contexts will also be examined. This course helps students become more effective communicators by appreciating the ethical and aesthetic qualities in both ordinary and poetic language.

**LIT 309 Contemporary Latino/a Literature - 3 credits**

Prerequisite: WRT 101. This course examines the contributions to American literature made by Chicanos, Puerto Ricans, Cuban, Dominicans and other Latino/ Latina writers in the United States over the last fifty years. Through a variety of Latino/Latina writing, we will explore the ways in which these writers represent community, class, race, gender, culture, nation, and ethnicity in their works. We will also examine the ways in which Latinas(os) have manufactured identities within mainstream society, as well as the development of cultural hybrids and other forms of cultural registers. Representative works of various genres will be read and analyzed within a cultural context: the testimonial, the autoethnographic essay, the narrative (novel and short story), drama, poetry and film. Authors include Rudolfo Anaya, Gloria Anzaldua, Sandra Cisneros Luis Valdez, Cristina Garcia, Julia Alvarez, Junot Diaz, Achy Obejas and Piri Thomas.

**LIT 310 Gothic Fiction - Horror - 3 credits**

This course explores texts, mainly fiction and poetry of the last two hundred years when a fascination with scientific theories and applied science mixed with a sense that art, nature and science might provide a new religion for human spirituality and perfection. Students read, discuss and write about the excitement and terrors that arose as individuals were encouraged to create a new and better world and to acquire god-like powers. Themes include a fascination with dream states, utopian hopes, progress, emphasis on friendship, empathy, enthusiasm, alienation, and worship of nature. Authors include Poe, Keats, Coleridge, Mary and Percy Shelley, Hawthorne, H.G. Wells, and others.

**LIT 311 Studies in Literary Genres - 3 credits**

This course deepens the student's initial encounter with literature by closely examining the specific ways in which the various literary genres work, why a writer might choose one genre over another, and how material may be transformed when adapted from one genre to another (when, for example, a film is based upon a novel). The course will study fiction, poetry, memoir, drama, and film. In each semester there may be a particular emphasis on one or more of these genres.

**LIT 312 World Literature - 3 credits**

Literature is one of the most effective ways to become familiar with cultures that are not one's own. In literature, we are invited, on the most intimate terms, into the homes and minds of people whose experiences we might otherwise know only from headlines or school textbooks. This course examines major texts from various nations, cultures, and periods, in the most reliable and readable English translations. Both universal themes and localized concerns will be discussed, as will the social and historical contexts of each text.

**LIT 314 Introduction to Western Literature - 3 credits**

This course presents a study of selected major works of Europe from the ancient world and Renaissance to the present, with attention to their historical and literary settings. This course provides insights into such issues as identity, authority, emotions, relationships and social change and structures, from a broad palette of significant writers. Students develop their ability to recognize literary themes, authorial style and the connections between literature and history.

**LIT 315 American Literature - 3 credits**

The American literary tradition encompasses a wide variety of cultures and social classes. In this course, we examine the literary heritage, selecting significant works and authors from the colonial through contemporary periods. Emphasis is on historical background, cultural context, and the literary analysis of selected prose, poetry, and drama. Students learn to interpret, analyze, and respond to literary works in their historical and cultural contexts. Students gain substantial knowledge of the major periods, authors, and themes in American literature emphasized in the Curriculum Frameworks for Massachusetts teachers.

**LIT 316 Survey of British Literature - 3 credits**

This course provides an overview of great British Literature across the centuries and in several genres and styles. Texts may include medieval, Renaissance, Restoration, 18th century, Romantic, Victorian and 20th century literature. In reading, discussing and writing on these exciting texts, students will strengthen their vocabulary for evaluating the quality of literary works as they grapple with social, political and psychological issues, reveal facets of the culture from which they speak and examine timeless human concerns.

**LIT 318 The Modern Literatures of Africa, The Caribbean and South Asia - 3 credits**

This course will survey the postcolonial literatures of Africa, the Caribbean, and South Asia since 1950. Fiction, plays, and poems will be read within the social-historical context of the long colonial experience and the often trying tensions following political independence. A major theme will be the centrality of literature—of storytelling, song, and performance—in the popular responses to social change. Readings will include the work of women and men writers from more than a dozen countries in the former colonized world.

**LIT 325 African-American Literature - 3 credits**

Literature has provided the most powerful and perceptive expressions of the African-American experience, from slavery to our own day. Through a rich selection of folktales, songs, short stories, novels (and excerpts), drama, autobiography and poetry, this course will explore the contradictions, defeats and triumphs of Black individuals and communities over four tumultuous centuries. As the African-American story lies at the core of the larger American story, so African-American narratives lie at the core of American literature.

**LIT 400 Themes in Literature: Outsiders, Authority, Law and Injustice - 3 credits**

This course focuses on the struggle by experienced and caring executives to manage people with very different backgrounds, personal styles and issues. Each text dramatizes attempts to do justice through reason and law, tempered with compassion; focuses on the mystery of the individual personality or soul, particularly among those who have suffered loss; inquiries into the nature of madness; how being reasonable itself may blur the line between sanity and insanity; whether innocence can survive in the workplace; how an outsider calls into question 'business as usual'; and whether law can accommodate truth. There are ethical dilemmas, values, clarification under stress, presentation and analysis of various leadership models, attempts to gather and evaluate evidence, make moral choices, manage crisis and to comfort and resolve grief.

**LIT 401 Enduring Themes in Great Literature - 3 credits**

One test of greatness in literature is that it provides insights, knowledge and ways of understanding the varieties of human behavior and potential. Examining a small number of core texts in a variety of styles, students in this course will gain familiarity with themes, topics and dilemmas of timeless relevance to vital personal and professional concerns. Reading, discussing and writing about these works can help us understand and respond to issues including rites of passage, managing and delegating authority, determining effective methods of education, recognizing and mediating between divided loyalties, spiritual healing and well-being, social status and individual identity.

**LIT 402 The Eastern Epic - 3 credits**

This course emphasizes the study and consideration of the literary, cultural, and human significance of selected Eastern epics. An important goal of this course is to promote an understanding of the works in their cultural/historical contexts and of the enduring human values which unite the different literary traditions. The course's pedagogy gives special attention to critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis. The course will consider the transition from oral culture to literate culture, address questions about poetry in general, and appreciate the formative and creative analogues of the Iliad and the Odyssey.

## Mathematics (MAT)

**MAT 100 Foundations of Mathematics - 3 credits**

MAT 100 emphasizes the central mathematical ideas of logic, data-based reasoning, pattern recognition, analysis, and rational communication. By combining real-life problem solving with mathematical operations and investigation, we develop and enhance the essential concepts underlying undergraduate mathematics. Topics include a review of multiplication and division, fractions, decimals, percents, ratios, positive and negative integers, expressions, equations and inequalities, exponents, basic graphing, geometric functions, and the fundamentals of algebraic functions.

**MAT 101 College Mathematics I - 3 credits**

Prerequisite: MAT 100 if assessment indicates need. This course introduces students to the value of mathematics for students' career and educational goals. Students will acquire mathematical study skills, gain strategies for problem solving, and develop a sound foundation for future mathematics coursework. The course is structured towards engaging students in active, applied, and real-life learning in order to facilitate mathematical problem solving and conceptual understanding.

**MAT 102 College Mathematics II - 3 credits**

This course develops students' mathematical thinking and problem solving around issues of both mathematical content and process. Students will acquire a conceptual and practical understanding of and familiarity with numbers and operations, algebra, geometry, measurement, and basic data analysis and probability. The course focuses on supporting students' understanding of problem solving, reasoning and proof, communication, connections, and representations. A key feature of the course is active student involvement to support communicating mathematics in everyday and academic contexts. Prerequisite: MAT 101 If assessment indicates need. Challenge exam available.

**MAT 200 Using and Understanding Algebra - 3 credits**

This course covers the traditional topics of college algebra. In contrast to the traditional course, this course emphasizes real-life applications of mathematics, stresses understanding of concepts over practice and drill, and makes use of graphing calculators, the Internet, and other new technologies. The knowledge obtained in this course helps students understand mathematical concepts used throughout the physical and biological sciences as well as giving you a mathematical base to build on for more advanced math courses.

**MAT 201 Introduction to Statistics - 3 credits**

Statistics is the branch of mathematics that focuses on the collection of data, data analysis, probability, and statistical inference. In this course students will learn the principles of using data to identify patterns, ascertain distributions, conduct accurate group comparisons, and make data-based inferences and predictions. Concepts of spread, normal distribution, multi-modal distribution, standard deviation, statistical skewing, graphing, statistical significance, variance, validity, and probability will be covered.

**MAT 203 Pre-Calculus - 3 credits**

This course reviews and strengthens algebraic and logical reasoning skills necessary for the study of advanced math concepts. Topics include: operations with polynomials, literal equations, absolute value, linear equations, determinants, quadratic functions, synthetic division, rational functions, exponential and logarithmic functions, binomial theorem, and sequences and series. The trigonometric subsection studies topics of right triangle trigonometry, trigonometric equations, law of tangents, sines and cosines, identities and graphing of trigonometric functions. The course also explores limits and introductory ideas of rate of change.

**MAT 310 Mathematical Thought - 3 credits**

This course views mathematics as the science of reasoning. Topics include elementary set theory, logic, techniques of proof, basic properties of the real number system, mathematical induction and axiomatic systems, patterning in number and space.



## Multidisciplinary Studies (BAM)

### **BAM 490 Multidisciplinary Studies Capstone - 3 credits**

Prerequisites: 90 credits minimum, including WRT 101 and WRT 102. The Capstone is a comprehensive research project which is the culminating academic activity that helps to synthesize students' learning in the undergraduate multidisciplinary program. It is an opportunity to explore a topic of personal or professional interest in the field of multidisciplinary studies and to create an original project or piece of research that contributes to the field. The Capstone is 25-30 pages in length and follows a research paper format appropriate to the field of study. Students work together in class and meet or communicate individually with the instructor as needed. Those who take an additional term to complete the Capstone must register for BAM 491 and pass before graduating.

### **BAM 491 Multidisciplinary Studies Capstone Completion - 3 credits**

Second or additional term(s) as needed to complete the Psychology Capstone.

## Music (MUS)

### **MUS 100 History of Jazz - 3 credits**

The purpose of this course is to familiarize students with the rich heritage of jazz, America's true artform, through historical and cultural data, examination of style, and an in-depth visual and aural evaluation of the great artists who have contributed to enrichment of society through this music.

## Philosophy (PHI)

### **PHI 201 Introduction to Philosophy - 3 credits**

How can we best understand the meaning of love, faith, friendship, truth, anger, forgiveness, or address the purpose of life? Can we know that God exists? What is justice, and do we live in a just universe? What is true happiness? What is the role and purpose of education in our lives? While we all confront these issues, few of us are able to formulate answers to them in a systematic way. When we do philosophy, we attempt to do just that. Philosophy comes from the Greek word meaning, "love of wisdom." This simple statement hints that philosophy combines passion and reason, emotion and intellect. This is why Aristotle wrote that experience of wonder is the beginning of philosophy. Nearly all human beings spend time wondering about the big issues mentioned above. All of us attempt some philosophy on our own. In this course, we work on it together. We read works by some of the people who have wondered most carefully about these issues. To do this, we develop our own capacities for rational inquiry. This means learning how to make sound arguments, ask good questions, and recognize logical errors in our own thinking and that of others. This course develops our capacity for rational inquiry and wonder so that we can confront and begin to resolve the questions and problems that matter the most to us.

### **PHI 235 Introduction to Philosophy Through Literature - 3 credits**

This course explores the foundational questions in the Western philosophical traditions through classical and contemporary philosophical and literary texts. We address questions pertaining to the construction and practice of identity, knowledge, moral behavior, notions of beauty and justice; moreover, we examine how experiences of doubt, fate, and evil challenge these constructions.

### **PHI 300 Existential Philosophies - 3 credits**

"Existence" literally means to step forth. Characteristic of existential philosophies is the inquiry into what it means to "step forth" in the journey of becoming a self, i.e. a journey involving freedom, anxiety, despair, risk, choice, and the joy of embracing life. The course examines writings by 19th century philosophers and writers, such as Kierkegaard, Nietzsche, Dostoyevsky, Kafka, whose texts contain existential elements that inspired the mid-20th century philosophical-cultural movement of existentialism (Sartre, Camus, Beckett) as well as the phenomenological response (Heidegger) to existentialism. Finally, the course discusses 21st century philosophical positions that both react to and are inspired by these previous philosophies.

### **PHI 310 Ancient Greek Philosophy - 3 credits**

Both Plato and Aristotle held that all philosophy begins in wonder. This course examines the wonder that the ancient Greek felt and how it got transmuted into philosophy, that is, into the attempt to give an account of the world and human life within it. This account had to be based on principles and used a rational or logical methodology devised and applied by the intellect. But this view raised questions about the nature of the human intellect, the soul, and the nature of the knowledge which it could generate. These and related questions will be explored mainly through the works of the Pre-Socratics, Plato, and Aristotle.

### **PHI 315 Philosophy of Religion, Faith, Doubt and Reason - 3 credits**

This course explores the human phenomena of faith, doubt, and reason primarily in their religion dimensions but also in their humanistic dimensions. We examine classical questions in Western philosophy of religion such as the various conceptions of the reality of God and challenges to these notions, the problem of evil as evidence against the existence of God; the function of religious language; and the pluralism of religious traditions. This leads to an inquiry into reason, faith, and doubt in a broader humanistic horizon where we ponder the impact of these phenomena on one's sense of self, trust in other persons, belief in institutions, and identification with values and ideas.

### **PHI 318 Ethical Analysis in Contemporary Society - 3 credits**

The existential question "who am I?", perhaps the ultimate question of philosophy, is closely related to questions of morality/ethics such as "what ought I to do?" and "what are the principles for right conduct?". We are all continually being confronted with ethical situations and dilemmas, whether we choose to respond or not. Ethics is the study of the standards of human conduct and of the foundation for judgment. As such ethics addresses issues pertaining to individual and societal norms, and it involves reflecting on the role of the self in regards to others. With this base we identify contemporary social issues that need change as well as the ways in which such change can be brought about.

### **PHI 320 Philosophy of Film - 3 credits**

This course examines how and why we watch films. The course studies films, film theory, and philosophical texts. It covers topics related specifically to film, e.g. the structure of film, the question of how film technology impacts film content, as well as topics pertaining to the humanities, such as the roles of gender and ethnicity. Through these topics, the class looks at how films see themselves and how films develop ideas of identity, including the meaning of being a spectator.

## **Prior Learning Assessment (PLA)**

### **PLA 100 Prior Learning Assessment: Theory and Practice**

PLA 100 introduces students to the process of evaluation, documentation and written synthesis of prior learning. Through this online course, students will identify areas of prior learning, and discuss and apply experiential learning research, theory, and models in an evaluation of that learning. Students will prepare an academic narrative which gathers, organizes, and describes their prior learning; constituting a comprehensive portfolio that demonstrates learning outcomes comparable to college level coursework.

## **Psychology (PSY)**

### **PSY 110 Systems Thinking in Psychology - 3 credits**

Systems thinking in psychology is introduced as a theoretical approach to understanding the relationships and interactions of individuals, families, groups, and organizations. Attention is paid to application of the systemic model and how it differs from the linear model, when studying human interactions, analyzing social problems, and developing interventions. Students apply systems theory to problems they select from their daily lives or jobs.

### **PSY 120 Formative Ideas in Psychology - 3 credits**

The CLEP exam in Introductory Psychology is accepted as equivalent. The field of psychology is introduced and the historical development of psychology as an academic discipline and as a professional career are surveyed. The major fields of psychology are explored and applied to understanding human beings as individuals, and as members of groups, and communities. The major methods of psychological research are introduced, including data collection and analysis.

### **PSY 130 Groups and Social Psychology - 3 credits**

The nature and quality of individual experience can only be fully understood when simultaneously observed in its social context. This course introduces the essential sociological perspective that grows out of the psychological study of individuals and their experiences of groups, group behavior, and group membership. This perspective becomes an essential component of psychological understanding, especially as it relates to education, growth, and development. Students gain conceptual and practical knowledge of the ways groups form and develop, how they function and vie with each other, and the multi-dimensional influences groups have upon our lives.

### **PSY 210 Developmental Psychology - 3 credits**

The CLEP exam in Human Growth and Development is accepted as equivalent. This course helps students understand the ways in which people from various cultures and countries develop and change over their lifetimes. Students focus on particular topics such as cognition, social development, or identity, and follow the topic across the lifespan. In this way, we get away from a “stage theory” approach and focus instead on the variety of ways that people live out developmental scripts. Students are introduced to terms and concepts which are basic to a cross-cultural view of development, such as developmental orientation, cross-cultural “perspective,” and a systems approach. These concepts are applied to each topic area, so that students learn, for example, how cognitive development is affected by living in different cultures and how one’s identity is influenced by the various systems within which we live. In addition to reviewing readings and discussion, each class features a group exercise to help students understand and apply information and concepts.

### **PSY 251 Infant and Toddler Development - 3 credits**

This course covers infant and toddler development in the context of family life cycle issues and factors relating to the larger social environment. Physical, cognitive, social, personal and moral development are addressed, along with the resulting implications for creating optimal out-of-home care environments. Multicultural and multi-linguistic influences are considered throughout, and students become familiar with major child and family policy areas. The course focuses on general developmental trends and issues, and students bring in questions from their personal and professional lives. Students also learn report-writing and understanding of assessments.

### **PSY 253 Psychology of Social Media - 3 credits**

This course provides a psychological foundation for understanding the pervasive and expanding nature of social media and how digital experiences shape, inform and impact individuals and collective lives. Drawing from a broad range of theoretical perspectives, we explore the personality, identity, emotional and belonging needs in the online world, social media and social/political movements on the internet.

### **PSY 310 Psychology of Learning - 3 credits**

The conditions of learning are explored, from the prenatal through adolescence and early adulthood, emphasizing cognitive and emotional development. Current views of behavioral change and the learning process are introduced. The theoretical models of Piaget, Pavlov, and Erickson are covered. Students formulate original ideas and incorporate established theories to develop a better understanding of concepts and assist with transferring theory into practice. Topics include the nature-nurture controversy, Maslow’s hierarchy of needs, effects of prenatal development on learning, cultural and environmental effects of development, and multicultural awareness.

### **PSY 311 Group Dynamics and Diversity - 3 credits**

Prerequisite: PSY 120 recommended. This course examines the psycho-social dimensions of groups and explores the impact of diversity on group formation and process. Students use the classroom and/or other groups to which they belong as laboratories to study and apply the concepts learned in class. The course builds on the knowledge gained from PSY 110.

**PSY 315 Research in Psychology - 3 credits**

Strongly recommended: at least two psychology courses including PSY 120 or permission of instructor. This course introduces students to the major research findings that have had significant influence on the development of psychology as the science of human behavior throughout the twentieth century. Students will learn about the history and philosophy of specific research topics, research questions and methodologies and how they have affected the scope and direction of psychological knowledge and the practice of psychology as a profession. Particular attention is paid to the impact of culture and epistemological models implicit in both quantitative and qualitative research methodologies and how they have influenced the direction of research in the field of psychology.

**PSY 316 Cross-Cultural Perspectives in Psychology - 3 credits**

This course introduces cross-cultural, traditional, and psycho-spiritual views on human growth and development, wellness and illness, healing and belief, the ritual process, the roles of healers, altered states of consciousness, and comparative models of self-realization. Drawing from a wide range of cultures and perspectives, the course emphasizes the internal coherence of these views and how individuals experience and use them in their own lives and settings. Given recent trends in diversity and cross-cultural encounters, it has become critical to understand the views of those who embrace radically different ideas about the world we all share. Special emphasis is given to the practical implications of this understanding in a variety of human service, educational, and therapeutic settings.

**PSY 317 Community Psychology - 3 credits**

This course provides an introduction to the field of community psychology. Community psychology is concerned with how individuals and groups interact within their environments and how issues of health and the well-being of community members are addressed in response to shifting social and historical conditions, including crisis situations. Community psychologists seek to systematically understand people within their larger social worlds and as an applied discipline, work towards optimizing both individual and collective aspects of mental health. We will examine how community psychologists emphasize prevention of psychological distress, work towards empowering persons and communities often having few resources, and develop strategies to deal with a wide variety of social and environmental issues that impact individual lives.

**PSY 321 Child Development: Themes and Topics - 3 credits**

This course will examine human growth and development from birth through adolescence. Students will be provided with an overview of the key concepts and theories that comprise the field of child development through lectures, selected readings and films, and through a variety of educational activities that involve students' own observations and experiences. We will study the work and theoretical models that have historically described child development drawn from some of the most influential authorities in the field and locate their observations within the context of prevailing social and historical trends. Recent developments and research directions in child development will be incorporated in the content and topics presented in class. The didactic materials and class assignments will enable students to develop pragmatic perspectives about children which can facilitate their own professional goals and aspirations.

**PSY 325 Theories of Personality - 3 credits**

This course is an introduction to the study of personality and examines a broad range of theoretical explanations for understanding personality development. Students will learn both historical and contemporary approaches to understanding personality including: psychoanalytic, humanistic-existential, social-cognitive, behavioral, biological and feminist perspectives and will also examine the impact of culture on personality development. The course will examine similarities and differences between various theories through case studies and students will be encouraged to explore the relevance of the material to their professional and personal understanding.

**PSY 328 Forensic Psychology - 3 credits**

This course is an introduction to the field of forensic psychology and examines how psychological theory and practice intersect with the law, the legal system and the field of criminal justice. It will offer a broad perspective of the field and will cover the role that psychology has played in a number of related areas including: theories of crime and criminal behavior, the nature of eyewitness testimony, criminal investigation, the psychological evaluation and understanding of criminal suspects and jury selection.

**PSY 330 Adolescents in Search of Belonging - 3 credits**

In this course we look at adolescents in traditional and non-traditional families and residential treatment communities. We explore the adolescent search for a sense of belonging in and beyond the family, and for acceptance and inclusion in adult society. We discuss the developmental tasks of adolescence including sexual maturation, identity, and autonomy. We explore adolescent culture, role development, and societal attitudes to adolescents. We research community responses to teen parenting, depression and suicide, substance abuse, and delinquent activity. We look at prevention, intervention, and restoration in the context of community systems.

**PSY 332 Learning to Say Goodbye: Death, Dying and Grief in the 21st Century - 3 credits**

Nothing is more profoundly human than the experience of loss and the awareness of our own mortality and those around us. It is unique, personal and informed by our community, our culture, and our sense of history. The ways in which society has experienced, processed and expressed such awareness will be examined through a review of centuries of literature, poetry, music and prayer. We will look at the cultural and historical rituals and beliefs that influence the manner in which we approach an understanding of our own mortality and the multiple losses we experience throughout our lives. While considering topics of grief, bereavement, aging and the dying process, emphasis will be placed on the complex bioethical questions of end of life care in the 21st Century. Among the topics to be considered are hospice care, palliative care vs. aggressive medical treatment, DNR orders, physician assisted death, organ donation, health care proxy and living wills. These topics will be considered from multiple perspectives including those of science, religion, culture and law.

**PSY 340 Changing Lives: Psycho-Social Perspectives of Women - 3 credits**

Students are introduced to women's issues, including current debates in feminist theory and the changing role of women in social institutions. The course addresses a wide range of theoretical perspectives, including psychology, social psychology, literature, and women's studies.

**PSY 345 Psychology of Religion: Spiritual and Mystical Dimensions - 3 credits**

Educators, clinicians and human service providers need to understand the impact of spiritual experience and religious traditions upon the lives of the people we work with and to recognize how such understanding is intrinsic to new and emerging holistic views of development. This interdisciplinary course explores the impact of the spiritual dimension upon education, psychological understanding, and development. Starting with the voices of children, our study draws from the psychology of religion, anthropology, education, and the humanities to examine the experiential core intrinsic to spiritual life. Special emphasis is given to helping students find practical ways to incorporate this learning into their professional activities.

**PSY 351 Adolescents and Addiction - 1 credit**

Within the framework of adolescent development, students are introduced to cognitive, personality, behavioral, social/environmental and biological/genetic risk factors which may contribute to adolescent addiction. Stages of substance abuse progression are discussed, as well as screening, assessment, prevention, and treatment strategies. Recovery is presented as a developmental process.

**PSY 352 Sexual Activity as At-Risk Behavior - 1 credit**

This class studies the developmental, familial, and societal influences on the sexual behavior of teens. It covers STD, HIV and AIDS, teen pregnancy and teen prostitution. Students learn to identify the risks and warning signs of "high risk" sexual behavior among adolescents; they gain the basic knowledge and skills to begin an intervention.

**PSY 353 Suicide Assessment - 1 credit**

This class covers developmental issues unique to adolescence, characteristics of youth who are at risk for suicide, and stressors including mental illness, family, and cultural issues. Students gain an elementary understanding of the dynamics present within a suicidal adolescent and the basic skills to provide safety and a complete suicide assessment. They are introduced to community referral, supports and prevention strategies.

**PSY 354 Crisis Intervention - 1 credit**

This course exposes students to the dynamics present in situations in which there is a risk of serious harm or death to self or others unless there is immediate intervention. Students examine crisis assessment and intervention techniques, with emphasis on techniques appropriate to adolescents.

**PSY 359 Understanding Child Abuse and Neglect - 3 credits**

This course is an overview of child abuse, neglect, and interventions targeted to this social problem. This course will assist the student in understanding, through case studies and readings, contemporary definitions of child abuse, neglect, sexual abuse, institutional abuse, adolescent abuse and catastrophic maltreatment. Child abuse will be discussed in context of family stress and the course will examine the historical role of societal intervention. Additionally, childhood neglect and abuse and their impact on delinquent behavior will be discussed. The course will review theories related to family relationship and attachment, community empowerment and disadvantage and the impact on adolescent growth.

**PSY 376 Psychological and Therapeutic Dimensions of the Arts - 3 credits**

This course explores the psychological dimensions of the arts, creativity, and art-making and how the expressive arts are included in contemporary psychological thinking and therapeutic encounters. Using current and cross-cultural examples, we explore how music, dance, theater, painting, poetry, and theater deal with fundamental aspects of human experience and how this awareness informs our psychological understanding of human growth and development and the inner life. We consider how current psychological practice incorporates the arts in therapy and how creative art therapists work. Implications of this study are incorporated into the student's professional work.

**PSY 377 Psychology, Meditation and Applied Neuroscience - 3 credits**

In this course, students will learn about recent advances in brain science and their applications in the fields of psychology, education, and the helping professions. With recent research in neuroscience, a variety of psychological theories and methods can be understood in terms of what we know about the how the brain functions. The psychology of meditation, visualization and related modalities will be explored which can be applied in a variety of contexts, both personal and professional. The course will include both theoretical and experiential learning activities to help students understand the expanding role of neuroscience in psychology, wellness and related fields.

**PSY 378 Psychology of Behavioral Addictions - 3 credits**

Behavioral Addictions refer to chronic, compulsive or impulsive behaviors that result in severe negative consequences for a person and may be associated with a variety of normal, healthy behaviors of daily life with regard to: food, money, exercise, sex, work, computer gaming or other activities using technology and other means. This course will introduce students to the emerging field of Behavioral Addictions, the current state of research and understanding as to its underlying causes and expressions and the treatments that have emerged to help those who suffer from a variety of addictive behaviors. Similar to the more commonly known effects of alcohol or substance abuse, normal, healthy behaviors of daily life can also become dysfunctional when a person becomes overly preoccupied or unbalanced with them either by overly engaging in these activities or by avoiding them. Application of treatments to specific populations will be a major focus of the course.

**PSY 390 Psychology of Aging - 3 credits**

The life phase of old age is characterized by a dynamic interplay of internal and external adaptations including often, a prevailing sense of loss: loss of ones' capabilities and skills, one's physical abilities and health, the loss of friends, spouse or social world and of course, the increasing sense of the loss of ones' own future. And yet, Erik Erikson has also described old age at its best, as a time for the gathering of wisdom and the deepening of personal integrity which can be passed on to others for all to benefit. What does it mean to age "successfully"? What are the challenges, the rewards and the stresses of aging and how do they affect one's psychological experience of oneself and of those around an aging individual? In what ways can old age challenge or fulfill one's sense of oneself? This course will examine the components of successful aging as well as the psychological stressors older adults may experience as they travel through the last phases of the life-cycle. Topics include the influence of age on cognitive processes, personality and psychological well-being. Special attention will be paid to the impact of culture, gender, and socioeconomics as one looks at the psychology of aging and we will describe strategies to reduce isolation and increase social interaction for the elderly.

**PSY 395 Psychology of Race - 3 credits**

This course explores the psychological and social factors that influence how we perceive race and how differing notions about race affect our interactions with people from different racial or ethnic groups. The course begins with an interdisciplinary examination of ideas about race, including biological, cultural and perceptual constructs. Cultural transmission theories including meme theory are used to examine how beliefs about race are acquired, reinforced and expressed. We explore the neuropsychology of perception and attribution theory to better understand how race influences our personal and social experience. We will consider the application of this understanding within a variety of psychological and educational contexts.

**PSY 396 The Psychology of Women - 3 credits**

This course critically examines psychological, behavioral and socio-cultural factors that impact women's lives across the lifespan. Students will learn about sex differences in brain and neuropsychological development, stereotypical gender roles and communication styles, gender differences in relationship expectations and goals and issues related to women's sexuality. Historical and current research on the psychology of women will be examined.

**PSY 400 Personnel Psychology: Diversity and Empowerment - 3 credits**

Managers and their organizations are trained to tap the full potential of the wide ranging talents and perspectives of their increasingly diverse, global workforces. Emphasis is on the management of diverse workforces and teams in profit and nonprofit organizations, and public and private workplaces. Students explore the principles and practices needed to develop people and work productively in organizations increasingly characterized by differences of color, gender, culture, style, and approach.

**PSY 402 Themes in Adult Development - 3 credits**

This course explores the development of emotional maturity, using concepts drawn from biological psychology, psychoanalytical theory, and cognitive-behavioral theory. The class identifies biological underpinnings of emotional maturity and focuses on early development, roadblocks, and unconscious pressures that contribute to the development of, resistance to, or retardation of emotional intelligence. Small groups study emotional maturity in the context of counseling, teaching, or the workplace.

**PSY 403 Psychodrama and Drama Therapy - 3 credits**

Prerequisite: at least nine prior psychology credits.

This course will provide a theoretical and skills-based overview of the uses of psychodrama and drama therapy and how they are therapeutically applied with a range of populations and psychological issues. We will examine the basic concepts and philosophy originating with J.L. Moreno, the founder of psychodrama, as well as other drama therapy pioneers to better understand the process and complexities of action-based psychotherapeutic modalities. In addition, psychodrama and drama therapeutic perspectives will be explored within the framework of individual, group, family, creative arts therapy and community healing applications. This is a highly experiential, action-based class which combines theoretical and practical considerations of what psychodrama offers within the therapeutic encounter.

**PSY 407 Principles and Practices of Art Therapy - 3 credits**

This course addresses the foundations of art therapy including its history, major theoretical perspectives, pioneers in the field, and clinical application. The significance of the therapeutic alliance is covered, as well as skills to enhance the therapeutic relationship. The clinical application (individual and group) of art therapy to children, adolescents, adults, and families is examined. The diagnostic application of art therapy is also explored.

**PSY 408 Movement and Healing - 3 credits**

Drawing from recent theoretical and clinical developments in body-oriented psychotherapy and dance/movement therapy, this course explores the psychological, creative and spiritual dimensions of the body and how it is central to contemporary developments in psychological thinking and approaches to healing. We explore how movement and the body are connected with fundamental aspects of psychological awareness and how this impacts upon our emotional, social, creative and spiritual lives. We examine how current body-oriented approaches to psychology inform our understanding of growth and development, education, psychological diagnosis and treatment in areas such as trauma, body-image, eating disorders, depression, anxiety, and developmental delays.

**PSY 409 Family Mediation Techniques - 1 credit**

Conflicts among family members are particularly stressful for adolescents. This course offers techniques for successful mediation of family disputes. Emphasis is placed upon introduction of strong communication skills for family members. The role of the mediator is presented as an unbiased facilitator in the family's attempt to resolve conflict.

**PSY 410 Theories of Motivation - 3 credits**

This course examines current research and theoretical models of motivation in relation to the factors that give rise to, sustain, and direct behavior. Emphasis is on achievement and competence motivation and understanding diverse motivational needs of individuals and groups. Theoretical models explored include Elton Mayo and the Harvard Studies' impact of cooperation, camaraderie, participation and communication; Douglas McGregor's impact of management philosophy; Chris Argyris' impact of the organization; Abraham Maslow's hierarchy of human needs and high performance teams; Robert White (competence); Stanley Schachter (affiliation); and David C. McClelland (achievement). Topics for discussion and field analysis include: concepts of the self; environment; commitment and contribution; career counseling and planning; emotional maturity, needs, and security; human energy and shared vision; assessing and measuring achievement.

**PSY 411 Conflict Prevention in a Multicultural World - 3 credits**

Prerequisite: PSY 110 recommended. Techniques and methods of understanding and addressing conflict in diverse groups, organizations, and communities are explored. The course helps students develop the characteristics and skills of a good negotiator/mediator, who can effectively facilitate constructive changes in themselves, their families, workplaces, and communities. Theories and methods are applied to the classroom experience and off-campus settings, as appropriate. Students examine their assumptions about people who are different from themselves and explore how those assumptions influence how they interact with, and are perceived by other people. This course builds upon systems thinking.

### **PSY 412 Perspectives in Psychopathology - 3 credits**

This course surveys the history of attempts to categorize “deviance,” introduces the current model which emphasizes pathology, and discusses selected syndromes (e.g. schizophrenia, depression). We also look at the mental health practices and social service systems for adults and children that have historically resulted from diverse concepts of “abnormal” behavior. Students explore the stress, coping, and resiliency model for viewing human behavior. This paradigm looks at the whole person, with both strengths and deficits, in an environment with factors that foster or debilitate resiliency. Students use this holistic model to assess individual case studies and develop strengths-focused intervention strategies. They grapple with the complexity of individual lives and the mysterious human psyche, and actual cases.

### **PSY 421 Psychology and Work Today: Introduction to Industrial and Organization - 3 credits**

The DANTES exam in Organizational Behavior is accepted as equivalent. This course provides an overview of organizational psychology and examines how general psychological principles operate among individuals in social and organizational settings. The course provides in-depth application of theories and concepts in Organizational Psychology to public and private work settings, and profit and non-profit organizations. Learners acquire competencies based on practical applications of behavioral science research findings in motivation, decision-making, problem-solving, employee development, working conditions, and employee safety and health in the workplace.

### **PSY 426 Self-Care for Helping Professionals - 3 credits**

Students learn about the impact of stress on physical and mental health, job functioning and learning, family and other relationships. Students learn ways to deal with the stress that is often inherent in the helping professions. Concrete skills help them take better care of themselves and pass these skills on to others. Topics addressed include stress management and relaxation techniques, physical activity, nutrition, time, cognitive restructuring, and attitude. Whether you work in human services, health care, schools, or corporate America, this course gives an understanding of stress and stress management and practical applications for you and your clients.

### **PSY 428 Holistic Psychology: An Integrated Approach - 3 credits**

This is a course on integrative approaches across the healing disciplines, focusing on integrating body, mind and spirit in a variety of psycho-educational, human services, and healing contexts. Students learn a multidimensional approach to healing that integrates different techniques, therapeutic orientations and approaches. The course combines theory and research, experiential learning, and practical application of new techniques. We explore new information about ourselves, the ways we approach our professions, and how we can apply this knowledge in our work with various populations.

### **PSY 433 Existential Psychoanalytic Theory and Life - 3 credits**

This course will examine major topics in psychoanalysis and existential therapy. The course focuses on both traditional and current developments in the field. There will be a review of the work of Sigmund Freud, Medard Boss, Rollo May and Viktor Frankl. Why do people do the things that they do? How can we free ourselves from our compulsion to repeat certain behavioral and emotional patterns? We'll explore the powerful forces that compel us to “act out” unconscious scripts. Issues covered will include: the repetition

compulsion of addictions, the tyranny of anxiety and fear, the possibility of purpose and freedom, acceptance and commitment, love and will, and the relationship between “dreaming” and authentic living. A willingness to develop self-reflection and self-analytical skills is required.

### **PSY 440 Play Therapy - 3 credits**

Prerequisite: at least 9 prior Psychology credits. A course in Developmental Psychology is strongly recommended. This course provides students with an introduction to the principles and practices of a variety of play therapy orientations, models and techniques. Students will learn about the history and development of play therapy as a therapeutic and developmental approach in working with children, parents and families. Specific skills, developmentally appropriate and cross-cultural approaches to play therapy will be explored which can be used when working with children and their families in a variety of clinical and educational settings. Experiential learning is a major component of this course.

### **PSY 470 Psychology Internship I - 3 credits**

### **PSY 471 Psychology Internship II - 3 credits**

Psychology Internships give students the opportunity to practice knowledge and skills gained in the classroom and to experience first-hand the practical applications of how psychology and psychological skills are practiced professionally in a wide variety of settings. All Internship sites and student's activities must be approved in advance by the program director and close ties are maintained between the on-site agency supervisor and the course instructor.

### **PSY 490 Psychology Capstone - 3 credits**

Prerequisites: 90 credits minimum, including WRT 101 and WRT 102. The Capstone is a comprehensive research project which is the culminating academic activity that helps to synthesize students' learning in the undergraduate psychology program. It is an opportunity to explore a topic of personal or professional interest in psychology and to create an original project or piece of research that contributes to the field. The Capstone is 25-30 pages in length and follows a research paper format appropriate to the field of study. Students work together in class and meet or communicate individually with the instructor as needed. Those who take an additional term to complete the Capstone must register for PSY 491 and pass before graduating.

### **PSY 491 Psychology Capstone Completion - 3 credits**

Second or additional term(s) as needed to complete the Psychology Capstone.

## **Religion (REL)**

### **REL 230 Religions of the World - 3 credits**

The religious impulse expresses itself in innumerable systems of thought, belief and behavior in which people seek to give an account of the world, the forces of nature, and understand the meaning of human existence in every cultural and historical epoch. This course explores the philosophical, historical and cultural foundations of the world's major religions and in doing so, builds a framework in understanding the many ways religions offer prescribed ways of knowing, seeing, and being in the world. Interdisciplinary in nature, the course draws from the fields of history, philosophy, anthropology,

sociology, psychology and the arts, as we examine how religion continues to shape and influence an astonishing range of human motivation and activity. The course will include study of the major religious traditions of the world: Christianity, Judaism, Islam, Buddhism, Hinduism, Taoism, Confucianism, indigenous native religions, shamanism, and the new religious movements found in the contemporary world.

### **REL 300 Religion, Justice, and Globalization - 3 credits**

This class will seek to equip students with the resources to better understand religion's role in globalization. This will be achieved in two ways. First, we will spend time learning about the historical set of beliefs and rituals belonging respectively to Judaism, Christianity, Islam, and Buddhism in order that we grasp the theological values and assumptions which define their worldviews. Second, we will read authors whose work represents attempts to address from within their traditions some of the most controversial issues emerging from globalization. As a result of these readings, class discussion, and assigned writing, students will develop a knowledge base and set of critical faculties so that they may independently evaluate the various roles which some of the world's religions have come to play in the debates surrounding globalization.

### **REL 301 World Mythology - 3 credits**

This course explores the origins and functions of mythologies across the world as well as throughout history. By examining such recurring mythological themes as the hero's quest and stories of world beginnings and endings, we inquire into what myth means to us, and as such we inquire into processes of meaning-making and identity construction. We consider various interpretative theories often applied in the study of myth and how interpretation shapes the meanings of myth.

### **REL 360 Religions of the East - 3 credits**

This course explores the philosophical, cultural and historical foundations of the world's major Eastern religious traditions, including religious beliefs and ritual practice. Our study will include an in-depth investigation of: Hinduism, Buddhism, Sikhism, Jainism, Taoism, Confucianism and Shinto. Interdisciplinary in nature, the course draws from the fields of philosophy, anthropology, history, psychology and the arts, as we examine how these religious traditions continue to shape and influence an astonishing range of human motivations, activities and experiences around the world.

## **Sciences (SCI)**

### **SCI 102 The Nature of Inquiry in the Natural Sciences - 3 credits**

This course explores the history and application of empirical observation, conjecture, experimentation, analysis, and the scientific method, which serves as the foundation of all modern research within the Natural Sciences. We trace the development of the modern scientific approach through time, and examine and practice contemporary methods of observation, postulation, identification of data types, measurement, experimentation, analysis, and communication of findings.

### **SCI 131 Physical Science - 3 credits**

This course provides education and training in the scientific method and opportunity to master the fundamentals of chemistry, physics and astronomy. This includes the study of atomic theory and structure, formation of compounds, chemical equations, acid and bases,

and behavior of gases, as well as classical mechanics, kinematics, mechanical energy, magnetism and electric forces, reflection and refraction of light. The course emphasizes the effects of these contributions in science on modern living.

### **SCI 138 Physical Geology - 3 credits**

This course provides an overview of the physical features, components, and geologic dynamics of the planet Earth. Topics include a study of rock and mineral types, volcanism, plate tectonics, and the physical effects of glaciers, oceans, rivers, wind, volcanoes, and earthquakes. Additionally, aspects of resource utilization and management, and the geologic histories of other planets in our solar system will be explored. SCI 138 is an introductory course, suitable for students with a limited knowledge of physical geology.

### **SCI 201 General Chemistry I - 4 credits**

This lab-based general chemistry course will begin with a brief introduction to matter and measurement, chemistry in the real world, and the scientific method; subsequent topics will include the development of atomic theory and the structure of the atom; the nomenclature of the elements and chemical compounds; chemical reactions and stoichiometry; chemical bonding theories; thermochemistry; and the properties of gases and the ideal gas law.

### **SCI 203 General Biology I - 4 credits**

This survey course lays the foundation for study within the life sciences, including biology, biochemistry, biotechnology, health sciences, and other specialized life science fields. This laboratory-based course begins with the study of cellular structure, single-celled organisms, cellular metabolism, and reproduction, and then proceeds to the study of tissues and more complex organisms including multi-cellular plants, fungi and animals. Additional topics include genetics, evolution, ecology and the interrelationships between organisms and their environments.

### **SCI 204 General Biology II - 4 credits**

This survey course serves as a continuation and expansion of General Biology I, laying the foundation for study within the life sciences, including biology, biochemistry, biotechnology, health sciences and other specialized life science fields. This lab-based course includes an in-depth review of multicellular organisms; including the structure and evolution of plant, fungal, and animal life. Additional topics include metabolic function, biomechanics, and the interrelationships between multicellular organisms and their environments.

### **SCI 205 Anatomy and Physiology I - 4 credits**

SCI 205 provides a laboratory-based approach to the major anatomical and functional components of the human body, and is designed to help students develop an understanding of how these systems function together in health and disease. Topic coverage includes basic medical and diagnostic terminology, histology, and an in-depth examination of the body's anatomical and physiological systems including the integumentary, skeletal, muscular, nervous, and circulatory systems. The laboratory component of the course provides a hands-on experience within the study of anatomy and physiology, and consists of dissection techniques, histology, and other related procedures.

**SCI 206 Anatomy and Physiology II - 4 credits**

SCI 206 serves as a continuation of Anatomy and Physiology I, and provides an in-depth study of body systems and system interactions. Topic coverage includes medical and diagnostic terminology, and an examination of the body's anatomical and physiological systems including the respiratory endocrine, lymphatic, immune, digestive, excretory and reproductive systems. It is laboratory-based and systemic in its approach, and requires the successful completion of SCI 205 or permission of instructor in order to enroll.

**SCI 207 Microbiology - 4 credits**

This laboratory-based course focuses on the principles of microbiology and is designed to familiarize the student with the biology, ecology, and behaviors of microbes and viruses in human health, medicine and biotechnology. Topics include the general principles of microbial growth; the evolution and classification of microbes and viruses; the natural ecology of microorganisms; pathogenesis, diagnosis, and treatment, and the use of microorganisms in biotechnology and medicine.

**SCI 214 The Elements of Geography - 3 credits**

A study of the major elements of physical and human geography, with an overview of the world's regions. Emphasis is on global relationships and distributions, both environmental and cultural. This includes climates, natural vegetation, land forms, cultural origins and diffusions and economic patterns. Survey of weather elements as a basis of the regionalization of world climate as well as an examination of the human imprint on the environment.

**SCI 217 General Chemistry II - 4 credits**

This is the second in a two-part course on general chemistry. This laboratory-based course will begin with a brief recap of General Chemistry I, followed by subjects including: chemical equilibrium; chemical kinetics; thermodynamics; electrochemistry; solution equilibria; transition metals and coordination chemistry; nuclear chemistry; biochemistry; and polymer chemistry.

**SCI 223 Physics I: Classical Mechanics - 4 credits**

Physics I is a laboratory-based introduction to the basic principles of classical physics; emphasizing a quantitative and conceptual understanding of mechanics. Primary topics include kinematics, mass, force, momentum, energy transfer, drag and friction, and angular momentum. Laboratory demonstrations and experimentation provide hands-on support to conceptual learning throughout the course.

**SCI 224 Fundamentals of Astronomy - 3 credits**

A comprehensive approach to past and current astronomy: early astronomy, the distribution and properties of the stars, their life cycles and our galaxy. The course also encompasses the solar system, other galaxies, asteroids, comets, meteors, variable stars, x-ray stars, pulsars and quasars, as well as current space exploration and the latest discoveries and theories.

**SCI 225L General Biology Lab - 1 credit**

The hands on component of SCI 203 introduces students to laboratory techniques used in the study of general biology. The laboratory follows lecture topics presented in SCI 203 and takes a systemic approach to the study of general biology.

**SCI 227L General Biology Lab II - 1 credit**

This laboratory serves as a continuation of SCI 225L, proving students with an intermediate hands-on experience within the study of general biology. It consists of intermediate laboratory protocols, scientific observation, experimentation, microscopy, and other procedures related directly to course material covered in SCI 204 (General Biology II).

**SCI 231 Marine Biology - 3 credits**

SCI 231 is designed to introduce students to the principles of marine biology, oceanography and marine ecology. It is broad in scope and covers a number of diverse topics including basic oceanography, pelagic and coastal ecology, and the taxonomy and biology of marine invertebrates, fishes, reptiles, seabirds, and mammals. Additional course topics include a review of New England's history as a maritime economy, global conservation concerns, and responsible oceanic resource management. A background in general biology is recommended.

**SCI 233L Anatomy and Physiology II Laboratory - 1 credit**

The SCI 233L laboratory provides students with continued hand-on experience within the study of anatomy and physiology, and consists of advanced dissection techniques, histology, and other related procedures.

**SCI 235 Principles of Health and Wellness - 3 credits**

An exploration of the psychological, emotional, spiritual, physical, behavioral, environmental and social health aspects of everyday living. Through self assessment inventories, students examine their health behaviors, identify problems and recommend lifestyle changes. Students refine their decision-making skills to help them make more educated decisions on personal and community health problems including drug and alcohol misuse and abuse. Students become knowledgeable on health-related topics enabling them to become educators themselves. Community health services, functions, eligibility or access are explained.

**SCI 240 Systems of Thought in Science: How They Shape Our World - 3 credits**

This survey course facilitates students' acquisition of the knowledge of theories and applications in cosmology, evolution, mathematics, life sciences, physics, and religion and science. Students examine the development of these domains of science, how they are converging and informing each other, and gaps in this convergence, which sometimes create contradictions within the various domains. Students explore how science affects social systems at the individual, community, and global level. Special focus is directed towards the pivotal connection between science and culture, and the systemic effects on education, government, domestic and international politics, economics, health care, family and community systems, and religion.

**SCI 300 Principles of Ecology - 3 credits**

Ecology is the study of the interactions between organisms and their environment, and the way in which these interactions determine the distribution and abundance of organisms. This course presents an introduction to the basic principles and outlines the essential principles of ecology from the theoretical fundamentals to their practical applications. The course is designed to present a comprehensive overview of all aspects of ecology, including evolution, ecosystems theory, practical applications, plants, animals, biogeochemical cycles, and global change. The science of ecology is examined from three levels: ecology of the individual, ecology of



populations, and ecology of systems. Since ecologists often play a significant role in constructing and evaluating conservation or environmental management programs, we incorporate the application of ecological theory to current environmental problems throughout the course. The course will combine lectures and group learning dealing with both the theory of ecology and applied issues with a practical component of laboratory and field projects.

### **SCI 301 Global Ecology - 3 credits**

This course will explore and analyze current global environmental issues and their existing and potential solutions. Human population growth, food production, energy use and conservation, air and water pollution, desertification, deforestation and climate change will be the topics of classroom discussion, class exercises, and field trips. Historic and current knowledge and understanding of each issue; its relationship to ecological and human social systems, and current potential solutions will be examined. The use of critical thinking skills and a problem solving process will be introduced and practiced throughout the course. Each global issue will be addressed through student research and solution proposals. The purpose of the course is to introduce students to current global environmental issues and their impact upon human well being, ecological health and contemporary culture. Students will explore and analyze current global environment issues through selected readings, critical thinking and a problem solving process. Students will be challenged to explore their role and potential solutions to the presented global environment issues.

### **SCI 302 Wetland Ecology - 3 credits**

Wetland Ecology provides students with an introduction to the nature and function of wetlands and their conservation and management. Students will be introduced to: history of wetland loss in the U.S., wetland classification, wetland identification and delineation, biological adaptations to wetlands, wetland soils, hydrology and plants, human impacts on wetlands and the importance of wetlands in the water cycle and health of the environment. Wetland functions, the restoration of wetland functions, and the laws protecting wetlands will be reviewed during classroom discussion, exercises and field trips.

### **SCI 303 History of Technological Innovation - 3 credits**

SCI 303 traces the progression of technological development from its earliest examples to the current cutting edge of scientific and technological advances. Students will learn about the history of technological achievement, and consider that history within the context of the latest advancements in engineering, computing, medicine, robotics and other technologies. In addition, we will explore what emerging approaches are currently being developed, how they are being imagined, and why.

### **SCI 308 Principles of Engineering - 3 credits**

Principles of Engineering is the process of applying scientific principles to the conception, design, construction and implementation of machines, technologies, structures, devices and materials. It is a broad field with many sub-fields, including but not limited to: mechanical engineering, electrical engineering, computer engineering, genetic engineering, civil engineering, aerospace engineering and chemical engineering. This course introduces students to the general theory, methods and processes of engineering, and explores the various applications of scientific engineering principles. Topics include the history and development of engineering principles, mechanics, design, construction, implementation and the integration of technologies into modern society.

### **SCI 310 Scientific Inquiry - 3 credits**

This integrated course encompasses certain aspects of physics, chemistry, astronomy, earth sciences and emphasizes general principles and their application to real-world situations. This course is for students who have had some exposure to one or more of the basic sciences and are interested in a basic understanding of a variety of scientific fields and how they can be applied.

### **SCI 311 The Science of Exercise - 3 credits**

This course provides a historical perspective on physical activity and fitness, and how changes in lifestyle, technology and other factors that have contributed to a more sedentary lifestyle and related health concerns. Students will examine various forms of physical activity and will be introduced to exercise physiology, the ways in which physical activity impacts biology, including physical health, mental health and the brain. The literature on various forms of exercise and the impact on health will be examined including but not limited to endurance, flexibility, strength, stamina, cognition, memory. We will investigate current trends in exercise, by factors such as age, culture and gender, and whether these factors are considered in our efforts to influence rates of physical activity.

### **SCI 335 Topics in Biology: Understanding Human Genome Project - 3 credits**

Prerequisite: SCI 225 or permission of instructor. This course is an investigation of the human genome project. We commence with a discussion of molecular biology. After achieving a command of the language of molecular biology, we study how the human genome was sequenced. To examine the method first hand we visit a DNA sequencing facility, meeting and observing scientists actively performing DNA sequencing techniques. We spend the last part of the term exploring how the data gathered from the human genome project impacts society, specifically discussing various benefits and drawbacks.

### **SCI 336 Drug Discovery: From the Laboratory to the Pharmacy - 3 credits**

Prerequisite: SCI 225 or permission of instructor. This course examines the journey of a variety of pharmaceuticals from their discovery to their use in everyday life. Students discuss how drugs are discovered and how scientists study, manufacture, proceed through clinical trials and the Food and Drug Administration approval processes. We investigate how certain drugs affect our bodies/cells and fight disease states. Throughout the term a variety of different pharmaceutical classes are discussed including but not limited to over-the-counter drugs, prescription drugs, "life-style" drugs, anti-viral drugs, allergy medications, and chemotherapeutic agents.

### **SCI 337L Microbiology Lab - 1 credit**

This one credit laboratory is the counterpart to SCI 207. Microbiology. This lab focuses on the principles of microbiology and is designed to familiarize the student with the biology, ecology, behaviors, and the use of microbes and viruses in human health, medicine, biotechnology, and in nature.

### **SCI 338 Urban Ecology - 3 credits**

The urban environment is characterized by highly altered landscapes and ecosystem function, and requires a specialized approach to its ecological study. Urban Ecology explores the distinctive human-generated ecological conditions and processes that typify urban environments, and presents evaluative methods unique to these highly-altered ecosystems. Course topics include: urban microclimates; water, carbon and nutrient cycles in the urban setting; urban vegetation; urban wildlife; urban soils; aquifer recharge and subsistence; and urban water and air quality. After gaining an understanding of how urban ecosystems function, students will explore current management techniques and policies which work to mitigate the adverse effects of altered landscapes on urban ecosystems.

### **SCI 339 Epidemiology and Public Health - 3 credits**

Epidemiology and Public Health introduces the foundations of epidemiology and biostatistics as applied to the study, monitoring and maintenance of public health. This course focuses on the foundations and methods of epidemiologic investigation; accurate sampling, analysis and presentation of data, and the use of classical statistical approaches to describe the health of populations. Topics include the dynamic behavior of disease; outbreaks, spread, epidemics, pandemics, and control strategies. Additionally, this course discusses and reviews epidemiologic study designs, cause and effect, treatment efficacy, and ethical and legal issues in epidemiology.

### **SCI 400 Ethology: Principles of Animal Behavior - 3 credits**

Prerequisite: general biology or permission of instructor. Ethology is the branch of zoology that focuses on the scientific study of animal behavior. This course is designed to introduce students to the specialized field of animal behavior analysis and the various conditions that shape both simple and complex behavioral constructs. In this course students explore animal behavior through the study of function, causation, development, and evolutionary history. We consider in-depth studies of fixed action patterns, animal communication, and imprinting, and use these analyses to shed light on the development of behaviors throughout vertebrate and invertebrate taxa.

### **SCI 406 Evolutionary Biology - 3 credits**

Prerequisite: general biology or permission of instructor. This advanced course in biology explores the history, dynamics and analysis of evolutionary theory. It is broad in scope, and includes topical reviews of fitness, functional analysis, adaptation, optimization theory, selection theory, and the ethics of predictive modeling in sociobiology. Additional discussions of modern views and applications of evolutionary theory to business models, interpersonal relationships, and the development of human culture will be included.

### **SCITBD Scientific Research Coordination - 3 credits**

This course equips students with the essential skills and knowledge to effectively manage and coordinate scientific research projects within the field of health sciences. This course covers key principles, methodologies, and best practices involved in planning, executing, and overseeing research endeavors. Students will explore essential topics including research design and coordination, project management, collaboration, ethical considerations, data management, and communication strategies. Through practical exercises, case studies, and real-world examples, students will develop the competencies necessary to successfully navigate the complexities of scientific research coordination.

## **Sociology (SOC)**

### **SOC 120 Cross-Cultural Communication - 3 credits**

Drawing on cross-cultural research in psychology, anthropology, and education, this course considers the role of culture in shaping and interpreting a wide range of verbal and non-verbal communication behaviors. We examine the physical, psychological, aesthetic and social dimensions of the communication process, how different cultures understand, symbolize and utilize them, and how specific meanings and the kinds of modalities employed in communication processes affect individual, collective, and inter-group experiences.

### **SOC 201 Cultural Anthropology - 3 credits**

How do societies and cultures work? How do we know how to behave? What are the rules that make our society function? Do these rules differ from other societies'? How do minority groups fit in? Cultural anthropology asks all these questions, and the process of discovering answers changes the way students think about themselves and their actions in society. Students analyze the behavior of people in groups and realize that practices contrary to their own may be logical from another's point of view.

### **SOC 212 Introduction to the American Legal System - 3 credits**

To be effective citizens, employees, parents, and members of society we must comprehend the conceptual frameworks of the law and its implications in our daily lives. This course introduces legal concepts and activities, and their pragmatic applications: contract law, civil rights law, employment law, family law, and patient rights. We also discuss how the United States Constitution impacts contemporary legal issues including government regulation of private business, separation of church and state, right to privacy, government funding of educational and religious institutions, and property rights versus environmental and other governmental constraints.

### **SOC 215 Language and Society: Introduction to Linguistic Anthropology - 3 credits**

Language is so essential to culture that it is the only topic to which anthropology devotes an entire branch of study. Linguistic anthropologists examine the role language plays in society, linguistic structural components, and how languages evolve over time and in different circumstances. In this course we explore such questions as: Could society exist without language? What does language allow us to do? Why are people the only animals to speak? Or are we? Are our brains wired for language or is it something we are taught? Through discussion, direct observation/experimentation and readings, students will understand the relationship between our linguistic abilities and the nature of our humanity.

### **SOC 228 A Social History of Food - 3 credits**

Throughout the world and history, people have come together over food. We are what we eat: we eat what our family, friends and society tells us is "food." But, our ancestors did not always eat the same foods as we do now. Both the types of food and more importantly, cultures, change through time and space. How has the development of towns, the exploration of the globe, religion, the slave trade, the social presentation of self and status been expressed through food? Contemporary approaches to food world-wide will also be examined. The class will bake their own sourdough bread, visit historical sites and ethnic restaurants, do oral histories, produce a cookbook and, of course, eat lots of food!

### **SOC 260 Themes in Sociology - 3 credits**

This course develops specific themes in sociology to better understand sociology as a way of understanding the world. Sociology is a field of study that explains social, political, and economic phenomena in terms of social structures, social forces, and group relations. This course will serve as an in-depth examination of a set of contemporary issues, including themes of socialization, culture, the social construction of knowledge, inequality, race and ethnic relations, poverty, education, and political sociology.

### **SOC 311 Images of Women - 3 credits**

This course studies the ways in which women are seen historically and in the world today. This course draws from literature, sociology, anthropology, speeches, advertising and other forms of mass communication. Study of traditional images of women in both eastern and western cultures contributes to an understanding of the origin and basis of gender roles. Self-imagining and self-empowerment are significant components in this course.

### **SOC 322 Women in the Workforce - 3 credits**

Women have contributed significantly to this country's social, political and economic history through their roles in the workforce. This course will trace women's roles as workers from the 18th century to the present time, detailing the difficulties they have faced, the evolution of their roles, and their accomplishments. It will examine their leadership in reform movements and unions, and relate their work to the students' lives and experiences as workers and educators.

### **SOC 413 Women, Sexuality, and Society - 3 credits**

Sex and sexuality are socially, biologically, and politically determined concepts. Sexual behaviors, identities, and norms vary across time and across culture. In this course we will examine female and female-identified sexuality within the social context in which sexuality occurs, asking how ideas about sexuality develop and about the consequences associated with those ideas. Topics will include the sexual response cycle, erotic plasticity, morality and social control, the androcentric model of sexuality, and consent.

## **Spanish (SPA)**

### **SPA 100 Spanish I - 3 credits**

Spanish I serves as an introductory course to spoken and written Spanish. This course covers four important aspects of new language acquisition: listening, speaking, reading and writing. Students are immersed in a highly interactive environment where they learn Spanish through associative and mnemonic methods rather than direct translation into their mainstream language. This innovative method encourages students to think in Spanish and to understand rather than translate the message into their native languages. Course coverage includes vocabulary, grammar and verb conjugation, and idiomatic expressions that are in common use for the Spanish native speaker. Pronunciation, articulation and enunciation are emphasized throughout the course.

### **SPA 200 Spanish for Heritage Speakers I - 3 credits**

A heritage speaker is a person who has limited proficiency in, or a cultural connection to a specific language. **This course** introduces academic and formal Spanish to native speakers, quasi-native speakers and bilingual speakers of varying abilities. Through the study of Hispanic cultural heritage, students will develop their communication and literacy skills in Spanish. The class is designed to address language and grammar issues, vocabulary, oral communication and writing skills particular to heritage learners.

### **SPA 201 Spanish for Heritage Speakers II - 3 credits**

This course serves as a continuation and expansion of Spanish for Heritage Speakers I. A heritage speaker is a person who has limited proficiency in, or a cultural connection to a specific language. Heritage speakers will develop advanced Spanish language skills with emphasis on grammar, pronunciation and individual or particular language issues. The class provides opportunities to reinforce writing, reading, oral communication and listening comprehension skills.

## **Wellness and Health Promotion (PHW)**

### **PHW 200 Mindfulness, Health and Wellbeing - 3 credits**

In this course, students will learn what mindfulness is and its implications for health. They will gain an understanding of mindfulness practice, begin to examine the ever-growing research related to physical and mental health, stress reduction, learning, memory, and brain function. They will explore the mechanisms by which mindfulness may influence health. They will also identify settings and professions where mindfulness has been studied and integrated, such as with health care providers, educators, parents, children, and athletes.

### **PHW 205 Strategies for Success: Personal Mastery in Action - 3 credits**

In this course, students will use the concepts of personal mastery as defined by Peter Senge as a foundation from which they will develop a vision statement, and will look further at the process of transformation and self-concept as they identify goals, and develop an action plan to bring about the results they desire in their lives. Students will critically examine theories of success and empowerment as they work to apply these theories to their lives and the lives of others they view as successful. This work will culminate in the creation of a personal action plan.

### **PHW 208 Financial Literacy - 3 credits**

This course will provide an historical perspective on the creation and expansion of the wealth and opportunity gap within the United States. It will look at the role that education has played in narrowing the income gap, while also looking at the limitations of increased years of education in affecting change with regard to wealth. The course will seek to broaden students' awareness and knowledge of these gaps and provide concrete information and strategies for developing a solid understanding of how to create a financial base. It will cover basic economic literacy, financial planning, credit management, basic banking, home ownership, and the impact of policies that help and hinder the creation of wealth. The course will also create opportunities for students to have increased resources in the areas addressed through the guest speakers who will present on each of the content areas. In essence, understanding of the history of wealth and asset building in this country, their current financial circumstances, how to better manage their money, and take control of their financial health. It will make explicit the role that building financial health has in creating healthier families and communities, in social mobility.

### **PHW 300 Introduction to Wellness and Health Promotion - 3 credits**

This course introduces students to the concepts, theories and research related to wellness and health promotion. We will examine the state of health, our current model of care in the U.S. and the implications for adopting a wellness or health promotion approach. Students will research factors that influence wellness and health promotion, such as nutrition, exercise, stress reduction and sleep. We will explore wellness and health promotion initiatives and challenges related to implementing and sustaining them within various settings and with diverse populations. Future trends and efforts towards prevention will be explored. Students will research career opportunities in prevention, health maintenance, education and promotion, such as health and wellness coaching.

### **PHW 301 Understanding Obesity - 3 credits**

This course explores the current epidemic of obesity; what factors influence the development and persistence of this public health problem and what efforts are underway to address the weight of the nation. This course will include a review of the literature on the burden, causes, consequences and prevention of obesity for both children and adults. We will explore how we got here, the costs we currently encounter and why individual will power is not enough to change this epidemic. Stigma, bias and environmental factors that impact obesity will be examined. Students will identify and develop effective prevention strategies.

### **PHW 302 Research in Health Promotion - 3 credits**

Research plays a key role in efforts focused on enabling people to take greater control in increasing health life styles for themselves, their families, within organizations, communities and populations. Students learn to evaluate/critique existing research; examine its function in proposing and evaluating health promotion programs and influencing policy. Students are introduced to the critical steps needed to conduct research, including the role of theory and ethics and gain experience in developing a proposal within the field of health promotion.

### **PHW 303 Nutrition and Health Promotion - 3 credits**

In this course students will gain a foundation in the basics of nutrition and how the body utilizes nutrients that contribute to health. Students will examine theories and current research on elements of nutrition and their relationship to chronic disease. They will also have the opportunity to assess the nutritional value of foods and examine strategies for modifying nutritional intake in the context of life cycle, culture and environment.

### **PHW 320 Brain Health - 3 credits**

The brain is the most complex organ in the human body and affects every aspect of our lives, yet most efforts to promote health fails to address how to keep your brain healthy. Students will examine the impact of lifestyle factors such as diet, exercise, stress, and sleep on brain functioning, disease prevention and optimizing health. Students will identify strategies to assist in improving brain health throughout the lifespan.

### **PHW 402 Lifestyle Change to Promote Health - 3 credits**

This course explores why changing lifestyle is critical for increased health and wellbeing and how to assist in the process of bringing about needed change. Students will look comprehensively at the role of lifestyle change in promoting health and will critically examine the related evidence. They will examine theories aimed at explaining and predicting health behaviors and identify factors that influence decision-making. Students will apply their knowledge in designing interventions and policies that promote health.

### **PHW 420 Leadership in Promoting Health - 3 credits**

Prerequisites: PSY 110, PHW 300, PHW 401. Leaders in health promotion mobilize people and efforts to prevent disease and increase health. Business leaders measure financial returns, health promoting leaders measure quality of life. Students will critically examine theories, practices and ethics of leaders focused on promoting health. Students will expand their leadership abilities to promote health through the identification and cultivation of key skillsets and mindset to meet the needs of diverse communities and populations.

### **PHW 470 Field Education Wellness & Health - 3 credits**

Field Education gives students the opportunity to put into practice the knowledge and skills gained throughout their program. They will learn how diverse organizations and groups work to increase health and wellness across a wide range of settings. Department chair and instructor approval are required in advance of registering. Students are expected to be engaged in 90 hours of field education for the term, have ongoing agency supervision, and attend a weekly seminar.

### **PHW 490 Capstone Wellness & Health Promotion - 3 credits**

The Capstone is a comprehensive research project that is the culminating academic activity that helps to synthesize students' learning in the undergraduate Wellness and Health Promotion program. It is an opportunity to explore a topic of personal and professional interest in wellness and health promotion and to create an original project or piece of research that contributes to the field. The Capstone is 25-30 pages in length and follows a research paper format appropriate to the field of study. Students work together in class and meet or communicate individually with the instructor as needed. Those who take an additional term to complete the Capstone must register for PHW 491 and pass before graduating.

# Writing (WRT)

## **WRT 101 College Writing I - 3 credits**

Through challenging readings, class discussion, small group collaboration, and different forms of writing, students learn the skills and process of “thinking on paper.” They learn to construct an argument or discussion that supports a clear thesis and present it effectively in a well-organized essay that observes the conventions of written English. They write academic papers that analyze and synthesize the issues suggested in two or more readings. Critical reading, critical thinking, research skills, and forms of documentation are also introduced.

## **WRT 102 College Writing II - 3 credits**

WRT 102 acquaints students with the academic research paper as both process and product. The course begins with an intensive review of the strategies and techniques for writing an academic essay that are covered in WRT 101 and then moves to selecting and narrowing a topic, preliminary research, and establishing a focus for a 12-15 page argument research paper. The final paper includes an abstract, an introduction, discussion, conclusion, and references. Students learn how to write an annotated bibliography and use APA documentation for in-text citations and references.

## **WRT 104 The Art of Grammar - 1 credit**

This course reviews basic grammatical, mechanical, and usage skills of written English language. Students develop knowledge of the form, meaning, and use of grammar structures, focusing on the use of English grammar structure in college-level writing and communication. Through revision of their own writing and the writing of others, students learn to articulate ideas using a variety of sentence structures.

## **WRT 201 The Craft of Research - 3 credits**

Prerequisites: WRT 101, 102 or equivalent.

WRT 201 acquaints students with the academic research paper both as process and product. This includes selecting and narrowing a topic, preliminary research, and establishing a focus for a 10-15 page research paper. Throughout the process, students use information literacy skills to analyze problems, research and select relevant information, and evaluate the credibility of that information. Primary research is introduced. The final paper includes an abstract, an introduction, literature review, discussion, conclusion, and references. The course focuses on the use of APA documentation for in-text citations and references.

## **WRT 202 Introduction to Creative Writing - 3 credits**

This course explores the many ways in which fiction and non-fiction are developed, and the methods of effective storytelling. It offers a workshop environment where students work as individuals and groups to thoughtfully analyze and develop poetry and fiction in various forms, and a non-fiction memoir. Short assigned readings and discussion facilitate this process of growth and expressive, multi-faceted literacy building.