



School of Undergraduate Studies

Cambridge College undergraduate students learn to communicate effectively; exercise analytical and problem-solving abilities; refine and focus their values to facilitate decision-making; recognize, respect, and appreciate diversity; function effectively in a variety of organizations; and understand local and global issues in the contemporary world. Each program has several components.

Program Components

General education is the same in all Cambridge College undergraduate degree programs:

Learning to learn — College-level writing, critical thinking, quantitative thinking, computer applications, research, and presentation skills.

Knowledge to gather knowledge — Ability to acquire, generate, and use knowledge across disciplines — the arts and humanities, natural and physical sciences, and social sciences — especially the ability to think systemically.

Open electives — Each student may select 12 credits of unrestricted electives from the full spectrum of the College's course offerings.

Major — In-depth understanding of the 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.

Major electives may be an eclectic mixture that reflects the student's unique interests and goals, or may be focused in a particular area of study or concentration.

Concentration options — While a student is not required to declare a concentration, each major offers the opportunity for students to specialize. Please see program charts.

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 the 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.

Academic Advising **Admissions counselors** give applicants an overview of the College's academic programs and assist with the application process. Academic advisors are available for academic counseling.

Orientation — Just before each term begins, Orientation/Registration sessions provide group course advising for new students and assistance with course registration.

Initial advising — Entering students take an academic-skills and advising course, Principles and Processes of Adult Learning (LRN175). With the assistance of the course leader, each student develops an academic plan that reflects his or her prior learning experiences and assessed academic skills. Students become independent learners who can effectively manage the structures, processes, and expectations of undergraduate education.

Ongoing advising — Following their first-term academic-skills and advising course (LRN 175), students receive advising from the Student Academic Support Services office.

Student Academic Support Services staff:

- Assign you an advisor.
- Update your academic plan each term.
- Guide you in selecting the right courses for graduation.
- Monitor your academic progress.
- Recommend academic support (tutors) as needed.
- Provide disability support.
- Serve as a resource for creating portfolios and taking standardized tests (ACCUPLACER, CLEP and DSST).
- Provide current and accurate information regarding administrative, policy and curriculum changes.
- Provide career counseling services to students.
- Facilitate interaction between College administrators and staff (student advisory committees, Senate) as it relates to the academics and student life.



Writing Courses and Support

Skill development courses are available for undergraduate students to develop the level of proficiency needed for college level work. WRT090 Effective Writing Skills is free of charge; it may be taken more than once, as needed. WRT101-102 College Writing I-II may be waived if students demonstrate equivalent skills. Contact the Student Academic Support Services Office for information. All students are encouraged to improve their writing skills and research papers at the Academic Support Center.

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 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. 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 dean.

Cost — The standard undergraduate tuition per credit is charged.

Learning Format — Focused studies meet a minimum of four times or eight contact hours. 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.

Cost — The standard undergraduate tuition per credit is charged.

Portfolios and Exams for Credit

Undergraduate students may earn academic credit for learning outside the classroom (not simply for 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 doing portfolios and standardized exams, students can save both time and tuition costs. To get started, contact the Student Academic Support Services Office.

Portfolios — A portfolio is a binder in which you describe and document your learning equivalent to a particular college course. A faculty expert in the field evaluates your portfolio and awards appropriate credit. For more information and to get started, go to the Cambridge College website. From the home page, go to *Student Services*.

Standardized Examinations — Undergraduate credit is awarded to Cambridge College students for CLEP and DANES 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.



Bachelor of Arts

Multidisciplinary Studies

120 credits

General Education 60 credits

Learning to Learn

LRN175	Principles & Processes of Adult Learning	3
WRT101	College Writing I	3
CTH225	Foundations of Critical Thinking	3
MAT101	College Math I	3
CMP130	Introduction to Computer Applications	3
WRT102	College Writing II	3
CMP230	Information Literacy	3
MAT102	College Math II	3

WRT101-102 and MAT101-102 may be waived if you have taken equivalent courses **and** assessment indicates proficiency. Credits will be replaced with open electives.

Knowledge to Gather Knowledge

Arts & Humanities	9
Natural & Physical Sciences (specific requirements for Applied Sciences concentration; see chart, p. 73)	9
Social Sciences	9

Open Electives 9

WRT090 and MAT100 required if assessment indicates need.

Multidisciplinary Major 30 credits

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

Arts and Humanities	6
Natural and Physical Sciences	6
Social Sciences	6
Electives	9
BAM490 Capstone (final research project)	3

Admissions requirements: High school diploma or GED and other general requirements (see Admissions).

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.

Concentration Options choose 30 credits

Applied Sciences (see chart, p. 73)

Early Education & Care (does not satisfy licensure requirements)

EMC210	Introduction to Early Education & Care	3
EMC301	Integrated Language Arts & Reading	3
EMC302	Questions in Math & Science	3
EMC315	Developing Curriculum for Young Children	3
EMC316	Creating Positive & Effective Learning Environments in Early Education Classrooms	3

EMC317	Early Childhood Growth & Development	or
PSY251	Infant & Toddler Development	3

EMC307	Teaching Early Education Special Needs	or
EMC318	The Successful Inclusion Classroom	3

EMC308	Observing & Recording in Early Educ. Classroom	3
Electives in education, psychology, human services.		6

Education (does not satisfy licensure requirements)

EMC300	Classroom Management & Discipline	3
EMC301	Integrated Language Arts & Reading	3
EMC318	The Successful Inclusion Classroom	3
EMC319	Social Foundations of Education	3
EMC401	Teaching Math in the Elementary Grades	3
EMC420	Strategies for Teaching	3
PSY310	Psychology of Learning	3
Electives in education, psychology, human services.		9

General Studies

Choose courses to support your professional and academic goals, and personal interests 30

Humanities

Upper level humanities courses	24
Electives	6

Justice Studies • Juvenile Justice Studies (see chart, pp. 76-77)

Legal Studies (see chart, p. 78)

Medical Interpreter (degree credit only, see chart, p. 79)

Bachelor of Arts

Multidisciplinary Studies

The baccalaureate program in multidisciplinary studies at Cambridge College is an exciting avenue for students wishing to acquire lifelong learning skills, competency in multiple areas of study, and wide-ranging literacy skills. It is ideally suited for students with broad academic interests and a passion for sharing knowledge, especially those who expect to work in content-rich fields like education. Whether attending college for the first time or taking a non-traditional learning path, multidisciplinary studies students benefit from the program's highly flexible concentration offerings and individually-tailored academic plans. Students acquire the skills necessary to navigate and manage complex systems, and the ability to express themselves persuasively orally and in writing.

Careers in teaching — Cambridge College recommends that our students start with a bachelor's degree, typically multidisciplinary studies focusing in the subject area they plan to teach, followed by a master of education program for educator licensure.

Concentration Options

Applied Sciences — This concentration builds a broad foundation across scientific disciplines, integrating scientific thought and analysis throughout the course of study. The applied sciences concentration provides a practical academic framework enabling graduates to work in science-related fields such as biotechnology, biological research, information technology, health science, and environmental science. Further, the broad nature of this concentration lays the theoretical and practical foundations for graduate study in the sciences.

Early Education & Care — Students learn to provide developmentally appropriate instruction and other services for young children in public and private institutions and agencies, including day care centers, pre-schools and family child care homes. Students currently working in the field or preparing to enter it will receive a well-rounded professional learning experience that will prepare them for advanced childcare and education work.

Education — Students take an equal number of educational methods courses and content courses. The methods courses lay a good foundation for teaching in a wide range of classroom environments, while the content courses provide students with a strong knowledge base in the areas in which they aim to teach.

General Studies is the most flexible degree path in undergraduate studies. With the aid of an academic advisor, students select 30 credits of coursework reflecting their past learning experiences, personal interests, and professional goals. Choices may include majors and concentrations from other Cambridge College undergraduate programs (see program charts).

Humanities — Integrating topics in literature, history, philosophy, and science, the humanities concentration provides a thematically and historically balanced understanding of human values, practices, and accomplishments by giving students the opportunity to bring their individual perspectives to bear on a broad array of seminal works from culturally, historically, and geographically diverse traditions.

Justice Studies • Juvenile Justice Studies (see charts, pp. 76-77)

Legal Studies (see chart, p. 78)

Medical Interpreter (degree credit only, see chart, p. 79)

Psychology & Human Services concentrations (see degree program charts)



Bachelor of Science

Management Studies

120 credits

General Education 60 credits

Learning to Learn

LRN175	Principles & Processes of Adult Learning	3
WRT101	College Writing I	3
CTH225	Foundations of Critical Thinking	3
MAT101	College Math I	3
CMP130	Introduction to Computer Applications	3
WRT102	College Writing II	3
CMP230	Information Literacy	3
MAT102	College Math II	3

WRT101-102 and MAT101-102 may be waived if you have taken equivalent courses **and** assessment indicates proficiency. Credits will be replaced with open electives.

Knowledge to Gather Knowledge

Arts & Humanities	9
Natural & Physical Sciences	9
Social Sciences	9
BSM200 Intro to Business — required in first or second term	

Open Electives 9

WRT090 and MAT100 required if assessment indicates need.

Management Studies Major

Required Courses 39 credits

BSM300	Economics for Managers	3
BSM305	Principles of Managing Organizations	3
BSM310	Organizational Theory & Behavior	3
BSM315	Diversity Issues in the Workplace	3
BSM320	Operations Management	3
BSM325	Marketing	3
BSM330	Financial Accounting	3
BSM332	Financial Management	3
BSM333	Statistics for Business	3
BSM335	Human Resources Management	3
BSM340	Information Systems & Databases	3
BSM345	Business Ethics	3
BSM490	Management Capstone Project	3

Admissions requirements: High school diploma or GED and other general requirements (see Admissions).

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.

Management Studies Concentration

Options and Electives choose 21 credits

Choose management studies coursework to meet career and academic goals.

Finance

BSM331	Principles & Practices of Consumer Credit	3
BSM334	Principles of Banking	3
BSM403	Personal Finance	3
BSM405	Investments	3
BSM409	Managerial Accounting	3
BSM411	Business Planning & Budgeting	3
BSM412	Money & Banking	3

General Management

BSM326	Strategies for Selling	3
BSM402	Grant Writing & Fund Raising	3
BSM407	International Business	3
BSM408	Business Law	3
BSM410	Entrepreneurship	3
BSM413	Strategic Business Planning	3
BSM415	Leadership Models	3
BSM430	Non-Profit Organization Management	3
COM322	Effective Oral Presentations	3

Hospitality Management

BSM431	Introduction to Hotel & Restaurant Operations	3
BSM432	Hospitality Operations Management	3
BSM433	Marketing, Sales & Promotions	3
BSM434	Advanced Hospitality Operations	3
BSM435	Food & Beverage Cost Control	3
BSM436	Legal Issues in the Hospitality Industry	3
BSM438	Hospitality Industry Internship or	
BSM437	Current Issues & Trends in the Hospitality Industry	3

Information Technology & E-Business

BSM340	Information Systems & Databases	3
BSM406	Introduction to E-Business	3
BSM418	Internet Technologies	3
BSM420	Internet Marketing	3
BSM460	Database Management	3
BSM470	Project Management	3
BSM475	Information Technology	3

Organizational Behavior

BHS330	Methods for Effective Group Leadership	3
BSM465	Negotiation & Conflict Management	3
PSY110	Systems Thinking in Psychology	3
PSY311	Group Dynamics & Diversity	3
PSY410	Theories of Motivation	3
PSY421	Psychology & Work Today	3

Bachelor of Science

Management Studies

Management studies equip adult students with broad-based marketable and transferable skills that focus on the management of people and systems within profit and not-for-profit organizations. Students can become more valuable individual contributors, outstanding team members, and managers of organizations.

Program Outcomes

Students gain theoretical and practical understanding of business processes and organizational systems. They learn to analyze complex managerial and organizational situations, taking into account the larger context and strategy, policy, and ethics. Students gain the critical management skills of communication, human relations, teamwork, and negotiation.

They gain knowledge of information systems, databases and Internet technology as management tools. They gain business skills such as accounting, economics, ethics and finance. They grow to understand the importance of diversity in today's global business environment.

Management Studies Concentration Options and Electives

Choose a concentration or management studies electives to meet career and academic goals.

Year Up

Year Up and Cambridge College have a unique partnership. Our shared goal is to close the opportunity divide by providing urban young adults with the skills, experience, and support that will empower them to reach their potential through professional careers and higher education. Students are dually enrolled in Year Up and Cambridge College, earning up to 18 college credits.

We achieve this mission through a high-expectation, high-support model that combines marketable job skills, rigorous academic content, stipends, apprenticeships, college credit, and a behavior management system. Year Up is able to assist urban youth in reaching their goals by providing several levels of support, which facilitate these young adults in achieving economic self-sufficiency.

Year Up currently serves more than 450 students a year in Boston, Cambridge, Providence, New York, San Francisco, Atlanta and Washington, D.C.

Our Program

Year Up is a one-year, intensive training program that provides urban young adults, ages 18-24, with a combination of hands-on skill development, academic coursework, and corporate apprenticeships.

During the first six months of the program, participants focus on skill mastery in desktop support/IT help desk or investment operations. Equal emphasis is placed on developing the professional skills required in today's workplace such as effective communication, leadership, and teamwork.

During the second six months of the program, students are placed in apprenticeships with local partner companies. A stipend is provided to all participants throughout the one-year, full-time educational program.

Gerald Chertavian, Founder & CEO.

Training program offered by Year Up
in collaboration with Cambridge College

Year Up

18 credits • 1 year

**YEAR UP CORE**

BSM101	Business Writing	3
CMP130	Introduction to Computer Applications	3
BSM130	Customer Service Essentials	3
BSM125	Computer Networking & Support Internship	3

CONCENTRATION OPTIONS**Information Technology**

CMP310	Computer & Network Support I	3
CMP320	Computer & Network Support II	3

Investment Operations

BSM225	Fundamentals of Investment Management	3
BSM332	Financial Management	3

One-year, intensive training program that provides urban young adults, ages 18-24, with a combination of hands-on skill development, college credits, and corporate apprenticeships.

For more information visit www.yearup.org (admission, non-credit program components, schedule, etc.),



Bachelor of Arts

Psychology

120 credits

General Education 60 credits

Learning to Learn

LRN175	Principles & Processes of Adult Learning	3
WRT101	College Writing I	3
CTH225	Foundations of Critical Thinking	3
MAT101	College Math I	3
CMP130	Introduction to Computer Applications	3
WRT102	College Writing II	3
CMP230	Information Literacy	3
MAT102	College Math II	3

WRT101-102 and MAT101-102 may be waived if you have taken equivalent courses **and** assessment indicates proficiency. Credits will be replaced with open electives.

Knowledge to Gather Knowledge

Arts & Humanities	9
Natural & Physical Sciences	9
Social Sciences	9

Open Electives 9

WRT090 and MAT100 required if assessment indicates need.

Psychology Major Required Courses 36 credits

PSY120	Formative Ideas in Psychology	3
PSY130	Groups & Social Psychology	3
PSY210	Developmental Psychology	3
PSY310	Psychology of Learning	3
PSY315	Research in Psychology	3
PSY325	Theories of Personality	3
PSY402	Themes in Adult Development	3
PSY412	Perspectives on Psychopathology	3
PSY490	Psychology Capstone	3
Psychology Electives	9	

Admissions requirements: High school diploma or GED and other general requirements (see Admissions).

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.

Psychology Electives & Concentration Options choose 24 credits

Psychological Studies

Any psychology elective, most human services courses, and some courses in management and/or multidisciplinary studies. For appropriate choices, close coordination with the psychology coordinator and the student advising office is advised.24

Holistic Studies (partial list)

PSY316	Cross-Cultural Perspectives in Psychology	3
PSY345	Spiritual Dimensions: Psychological & Educational Issues	3
PSY376	Psychological & Therapeutic Dimensions of the Arts	3
PSY428	Holistic Psychology: An Integrated Approach	3

Organizational Psychology (partial list)

PSY110	Systems Thinking in Psychology	3
PSY421	Psychology & Work Today	3
BSM310	Organizational Theory & Behavior	3
BSM315	Diversity Issues in the Workplace	3
BSM465	Negotiation & Conflict Management	3

Family Studies (partial list)

BHS400	Family Life Cycle	3
BHS430	Families With Special Needs	3
BHS365	Ethical Issues in Working With Families	3
BHS366	Family Interventions	3

Juvenile Justice Studies (see chart, p. 77)

Medical Interpreter (or Human Service Interpreter option), degree credit only (see chart, p. 79).

Bachelor of Arts

Psychology

The Bachelor of Arts in Psychology Program 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.

Psychology students acquire a comprehensive grounding in basic knowledge and understanding of major psychological theories, concepts and processes. Students learn how these are related to mental processes and behaviors, and to the professions. Students acquire new skills and competencies in the application of psychological insight to personal and interpersonal contexts.

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 — Near the completion of their program, 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.

Psychology Electives and Concentration Options

Students choose among a wide variety of psychology electives, and may choose a concentration that clusters their electives (below) according to their interests and professional needs.

Psychological Studies is the most flexible option for students to explore their own areas of interest by taking any psychology elective, most human services courses, and some courses in management and/or multidisciplinary studies. For appropriate choices, close coordination with the Psychology Coordinator and the student advising office is advised.

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.

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.

Family Studies — Courses in family studies provide 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.

Juvenile Justice Studies (see chart, p. 77)

Medical Interpreter (or Human Service Interpreter option), degree credit only (see chart, p. 79).



Bachelor of Science

Human Services

120 credits

General Education 60 credits

Learning to Learn

LRN175	Principles & Processes of Adult Learning	3
WRT101	College Writing I	3
CTH225	Foundations of Critical Thinking	3
MAT101	College Math I	3
CMP130	Introduction to Computer Applications	3
WRT102	College Writing II	3
CMP230	Information Literacy	3
MAT102	College Math II	3

WRT101-102 and MAT101-102 may be waived if you have taken equivalent courses **and** assessment indicates proficiency. Credits will be replaced with open electives.

Knowledge to Gather Knowledge

Arts & Humanities	9
Natural & Physical Sciences	9
Social Sciences	9
PSY110 Systems Thinking in Psychology — required	

Open Electives 9

WRT090 and MAT100 required if assessment indicates need.

Human Services Major Required Courses 36 credits

BHS305	Introduction to Human Services	3
BHS315	Understanding Family & Community Systems	3
BHS320	Community Building Principles & Strategies	3
BHS420	Strategies for Change	3
PSY210	Multicultural Developmental Psychology	3
PSY426	Self-Care for Helping Professionals	3
BHS470 or 471	Internship I or II	3
BHS490	Human Services Capstone	3
Human Services Electives		12

Admissions requirements: High school diploma or GED and other general requirements (see Admissions).

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.

Human Services Major Electives & Concentration Options choose 24 credits

Choose among a wide variety of human services and related electives to meet career and academic goals, or cluster electives in a concentration.

Addiction Studies (partial list)

BHS401	Introduction to Addictions	3
BHS411	Family Systems & Addictions	3
BHS421	Mental Health & Substance Abuse	3
BHS360	Ethical Issues in Substance Abuse	3

Community Building (partial list)

BHS322	Dynamics of Power in Communities	3
BHS325	Community Planning & Development	3
BHS340	Youth Development & Community Practice	3
BHS445	Leadership for Community Builders	3

Family Studies (partial list)

BHS400	Family Life Cycle	3
BHS430	Families with Special Needs	3
BHS365	Ethical Issues in Working With Families	3
BHS366	Family Interventions	3

Holistic Studies (partial list)

PSY316	Cross-Cultural & Holistic Perspectives in Psych.	3
PSY345	Spiritual Dimensions: Psychological & Educational Issues	3
PSY376	Psych. & Therapeutic Dimensions of Arts	3
PSY428	Holistic Psychology: An Integrated Approach	3

Justice Studies • Juvenile Justice Studies (see charts, pp. 76-77)

Legal Studies (see chart, p. 78)

Medical Interpreter (or Human Service Interpreter option), degree credit only (see chart, p. 79).

Bachelor of Science

Human Services

The Bachelor of Science in Human Services at Cambridge College is a unique program that recognizes that training and education can increase human service providers' ability to effect positive change—in their own lives and the lives of those they serve. Our goal is to be an integral part of the change that needs to happen to create a more just and equitable society. We do this by providing opportunities for our students to increase their knowledge and skills while recognizing the valuable contributions they make in their work and in their communities. We aim to change the way services are delivered, and to help individuals, families and communities reach their goals for their own lives.

Guiding Principles

The Human Services Major is guided by systemic and holistic thinking, the importance of valuing culture, and identifying and working with the strengths inherent in individuals, families and communities. These principles, along with an appreciation of research and how it informs practice, and the consideration of historical and multicultural perspectives, are embedded in all of the human services courses. A collaborative model of teaching and helping, along with practical knowledge and skills, creates an environment where all students are encouraged to reach their potential.

Careers

Many people today need assistance in making positive changes that will improve the quality of their lives. Those working in human services are in a unique position to provide that help. We know that working with people in a way that preserves their dignity and builds on their strengths while helping them address their concerns, leads to better outcomes. The older, more deficit-driven models do not serve to empower individuals, families or communities. We are in need of effective ways to work with people across a variety of settings.

The health and human service industry has been identified by the Bureau of Labor Statistics as an area that will continue to grow tremendously 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. The program's unique strengths-based, systemic and culturally relevant approach to working with people prepares students to become effective agents of change and will prepare them for future growth in their personal and professional lives, while also providing a solid base for further studies in a wide variety of graduate programs.

Major Electives and Concentration Options

Choose among a wide variety of human services and related electives to meet career and academic goals, or cluster electives in a concentration:

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. The curriculum has been designed to meet the criteria for the Certified Alcohol and Drug Addiction Counselor (CADAC) certification.

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.

Family Studies — Courses in family studies provide 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.

Holistic Studies — For students interested in the spiritual, psychological and religious dimensions of human development and the arts. The use of expressive art therapies is integrated with holistic perspectives in human development, wellness, and clinical practice. Courses draw from multidisciplinary and cross-cultural research into the transformative nature of the arts and contemporary mind-body approaches to healing.

Justice Studies • Juvenile Justice Studies (see charts, pp. 76-77)

Legal Studies (see chart, p. 78)

Medical Interpreter (or Human Service Interpreter option), degree credit only (see chart, p. 79).

Concentrations



Undergraduate Concentration

Applied Sciences

27 degree credits • accepted in bachelor's degree
• **Multidisciplinary Studies**

the Applied Sciences concentration builds a broad foundation across scientific disciplines, integrating scientific thought and analysis throughout a rigorous course of study.

Careers & Further Study — Applied Sciences provides a practical academic framework enabling graduates to work in science-related fields such as biotechnology, biological research, information technology, health science, and environmental science. Further, the broad nature of this concentration lays the theoretical and practical foundations for graduate study in the sciences.

General Education/Natural & Physical Sciences — Students intending to concentrate in Applied Sciences must first qualify by fulfilling their general education requirement in natural sciences with a GPA of 3.3 (B+) in the following courses:

SCI225	General Biology	3
MAT201	Statistics	3
SCI308	Principles of Engineering	3

Applied Sciences Concentration

Life Sciences 9 credits

SCI226	Biology Concepts & Procedures	3
SCI230	Anatomy & Physiology	3
SCI337	Microbiology	3

Mathematics 3 credits

MAT310	Mathematical Thought	3
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Physical Sciences 9 credits

SCI138	Physical Geology	3
CHM100	Chemistry I	3
SCI215	Physics I	3

Technology Sciences 6 credits

CMP(new)	Computer Systems Theory	3
SCI(new)	Emerging Technology Theory	3

Program Outcomes — Demonstrated general understanding of:

- Fundamentals of scientific and analytical thought, data-based reasoning, scientific method, logic, and critical thinking.
- Biological systems; concepts and lab procedures in the life sciences, human biology, and microbiology.
- Mathematical reasoning: statistics, statistical inference, probability, set theory, techniques of proof, real numbers, mathematical induction and axiomatic systems.
- General concepts and procedures in physics, geology, chemistry; materials and their impacts on human health and the environment.
- Fundamentals of engineering: machines, technologies, structures, devices and materials; information systems, computers and their impact; development and manufacturing of new technologies.

Undergraduate Concentration

Justice Studies

24 degree credits • accepted in bachelor's degrees
• **Multidisciplinary Studies • Psychology • Human Services**

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.

The concentrations that develop within the Justice Studies program will offer students applied learning for professional growth.

Careers & Further Study — Students may continue to graduate study in law, forensics, criminology, political science, social justice, religious and peace studies. This program can lead to careers in law, government service, corrections, law enforcement, politics, urban and community planning, mediation and management in NGOs, government, and community agencies.

Required Courses 15 credits

(new)	Introduction to Justice Studies	3
JUS225	Introduction to Social Justice	3
(new)	Special Topics in Justice Issues	3
(new)	Wealth, Poverty & Inequality	3
PSY470	Psychology Internship I or	
BHS470	Human Services Internship I	3

Internships must be approved by the program coordinator.

Justice Studies Electives choose 9 credits

JUS200	Crime & Criminal Justice	3
JUS205	Introduction to Legal Studies	3
(new)	Justice & Gender in World Politics	3
JUS345	War, Peace & Non-Violence	3
PSY328	Forensic Psychology	3
JUS368	American Immigration Law & Policy	3
JUS342	Girls & Delinquency	3
JUS350	Introduction to Juvenile Justice	3
JUS356	Youth & the Law	3
JUS415	Violence in American Society	3
JUS430	Global Justice for Youth	3
JUS435	Restorative Justice & Victim-Offender Reconciliation	3
SOC212	Introduction to the American Legal System	3
PSY471	Psychology Internship II or	
BHS471	Human Services Internship II	3

Internships must be approved by the program coordinator.

Other electives may be substituted with approval of program coordinator.



Undergraduate Concentration

Juvenile Justice Studies

24 degree credits • accepted in bachelor's degrees • **Multidisciplinary Studies • Psychology • Human Services**

Juvenile Justice Studies provide students interested in working with adolescents and the juvenile justice system with a solid introduction to the history of youth services; current theories of adolescent development; and the impact of community disadvantage, child abuse and neglect on behavior. Students develop skills in vital areas such as suicide assessment, crisis intervention, and family mediation. They gain understanding of the complex factors that contribute to adolescent behavior, its impact, and societal responses. Particular emphasis is given to current practices and research on successful treatment models. Gender-specific concerns related to female status offenses and delinquency are explored across the continuum of courses. Students gain skills to address youth issues in the context of government agencies and community organizations.

In order to apply concepts learned in class, students may participate in an elective internship providing service in youth facilities, community programs, and probation offices.

Further Study — Students may go on to graduate study in juvenile justice, criminal justice, forensic psychology, youth development and advocacy, family studies, addiction studies, and counseling. Career possibilities include juvenile residential and community-based programs, state and private non-profit agencies, probation departments, violence prevention, child protection and youth advocacy.



Required Courses 12 credits

PSY330	Adolescents in Search of Belonging	3
PSY350	Introduction to Juvenile Justice	3
PSY359	Contemporary Perspectives on Child Abuse & Neglect	3
PSY430	Global Justice for Youth	3

Juvenile Justice Techniques choose 6 credits

JUS343	Youth & Gangs	1
PSY351	Adolescents & Addiction	1
PSY352	Sexual Activity as At-Risk Behavior	1
PSY353	Suicide Assessment	1
PSY354	Crisis Intervention	1
JUS357	Circles I	1
(new)	Circles II	1
JUS358	Bullying Behavior	1
JUS365	Adolescent Females & Cutting	1
JUS376	Internet Research Methods of Juvenile Justice	1
JUS377	Legal Process for Reporting Suspected Child Abuse	1
PSY409	Family Mediation Techniques	1
JUS425	Program Models for Adjudicated Youth	1
MAN350	Principles of Supervision	1
MAN360	Risk Management for Residential Programs	1

Juvenile Justice Electives choose 6 credits

JUS225	Introduction to Social Justice	3
JUS342	Girls & Delinquency	3
JUS356	Youth & the Law	3
PSY328	Forensic Psychology	3
JUS415	Violence in American Society	3
JUS435	Restorative Justice & Victim-Offender Reconciliation	3
BHS378	Program Planning and Evaluation	3

PSY470-471 Psychology Internship I-II **or**

BHS470-471 Human Services Internship I-II

one or two terms @ 3 credits 3 or 6

Other electives may be substituted with approval of program coordinator.



Undergraduate Concentration

Legal Studies

24 degree credits • accepted in bachelor's degrees • **Multidisciplinary Studies • Human Services**

The Legal Studies concentration 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.

While the American Bar Association does not identify any specific majors or concentrations for undergraduate study, the ABA does identify certain skills and values that are essential to success in law school and to competent practice: analytical and critical thinking skills; critical reading abilities, writing skills, oral communication and listening abilities; research and time management skills; a commitment to serving others and promoting justice, based on significant experience in service projects and internship while an undergraduate.

Legal studies students at Cambridge College are supported in gaining these skills through general education courses in writing, critical thinking, arts and humanities, history and social science courses. Additionally, students are assisted in their career preparation through the Legal Studies coursework and the completion of a law related internship.

Careers and Further Study — Students may continue to law school, graduate study in forensics, criminal justice, business or political science. The program can lead to careers in the legal profession, law enforcement, government or politics.

Required Courses 18 credits

JUS205	Introduction to Legal Studies	3
JUS200	Crime and Criminal Justice	3
JUS225	Introduction to Social Justice	3
PSY328	Forensic Psychology	3
JUS435	Restorative Justice and Victim-Offender Reconciliation	3
BHS470	Internship (law-related)	3

Electives choose 6 credits

JUS368	American Immigration Law and Policy	3
JUS350	Introduction to Juvenile Justice	3
JUS356	Youth and the Law	3
SOC212	Introduction to the American Legal System	3

Other electives may be substituted with approval of program coordinator.



Undergraduate Concentration or Certificate

Medical Interpreter

3 terms, 1 year • Non-credit professional development certificate **OR**

18 degree credits accepted into bachelor's degrees: **Multidisciplinary Studies, Psychology** or **Human Services**

Non-credit	Degree credit	TERM 1	
LLICO10	SCI100	Anatomy & Pathophysiology	3
LLICO11	SOC415	The Role of the Interpreter	3

Degree students: also take in Term 1:
LRN175 Princ. & Proc. of Adult Learning 3

TERM 2

		Interpreting Skills I.	3
LLICO13	COM350	Spanish	
LLICO14	COM351	Portuguese	
LLICO15	COM352	Multilingual	
LLICO12	SOC412	Cross Cultural Communication	3

Non-credit	Degree credit	TERM 3	
		Interpreting Skills II (req. Skills I & your intro course). . .	3
LLICO16	COM353	Spanish	
LLICO17	COM354	Portuguese	
LLICO18	COM355	Multilingual	
LLICO30	INT300	Interpreter Internship (reqs: your intro course, Role of Interpreter, Skills I)	3

Program Options

Human Service Interpreter — For interpreters in human service settings. Instead of Anatomy & Pathophysiology, take LLICO26 / BHS305 Introduction to Human Services. Take all other courses and internship listed above. Students become familiar with the human service field including the impact of poverty, culture, and ethnicity; the needs of special populations; and service for individuals and families with multiple problems.

Mental Health Interpreter — Prerequisite: Completion of a medical interpreter program or professional employment as an interpreter. These are advanced courses in which students become familiar with the DSM, mental health diagnoses and treatment options, medications, and appropriate communication with mental health patients.

Non-credit	Degree credit	TERMS 1-2	
LLICO20	COM356	Mental Health Interpreting Skills I	3
LLICO21	COM357	Mental Health Interpreting Skills II req. MH Skills 1)	3

Students learn about anatomy, diagnoses, lab tests, prescription medicines, and medical treatments. They learn about the cultural beliefs and values of all parties and their role as interpreter, the history of medicine in the U.S., and medical insurance.

They learn to provide effective interpretation in medical, health, or human service settings. They learn to meet the communication needs of patients/clients and providers by becoming fluent in the bilingual terminology of their field, developing cross-cultural communication and interpreting skills, and increasing their fluency in English. Students practice ethical decision making, patient/client advocacy, and conflict mediation in preparation for an internship under the supervision of a professional interpreter/mentor. Providers and representatives of community organizations participate in course instruction so that students experience the profession from various points of view while establishing relationships and networking.

Target Languages — If enough students who speak a language enroll, a separate section of Interpreting Skills may be provided. Otherwise, take Interpreting Skills Multilingual, which welcomes and accommodates students who speak varied languages.

Scholarships — Current information and an application are available from the program coordinator.

Admission requirements for non-credit certificate

- Application form and fee.
- Demonstrated proficiency in English and one target language. Contact program coordinator for oral and written assessment.

For degree-credit option, students must meet bachelor's degree admission requirements.

Prerequisites for Internship must be completed before third term to comply with state regulations.

- Health Insurance.
- Immunizations.
- Criminal Offender Record Information check

For more information please contact program coordinator at 617-873-0246 • norma.green@cambridgecollege.edu

Degree credit — Students enrolled in a bachelor's degree program may take medical interpreting courses with the understanding that these courses are part of their degree program and will be charged the bachelor's degree tuition. Students who do not complete the bachelor's degree will be held responsible for the bachelor's degree tuition costs of all courses taken, in accordance with federal financial aid guidelines.

Professional development certificate is non-credit and cannot be applied to a degree. The cost is reduced, but is not eligible for financial aid.

Program and courses offered subject to sufficient enrollment.

Undergraduate Course Descriptions

Arts (ART)

ART200 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.

ART201 Studio Art II - 3 credits

This course is a sequel to ART200. It 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.

ART211 Experiencing the Visual and Performing Arts - 3 credits

This course provides knowledge of the arts, of various artistic practices, materials and methods of teaching art and using art to enhance literacy. Students gain understanding of the historic development, formal principles and techniques of visual art, with some attention to music and dance.

ART215 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.

ART217 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.

ART220 Creativity and Analysis in the Arts - 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.

ART230 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 ART231, Western Arts II.

ART231 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. ART230 Western Arts I is useful preparation but is not required.

ART235 Arts of Asia - 3 credits

This course presents the diverse art and architecture of Asia from the 6th century B.C.E. to the present, helping students to understand the ways in which visual works present the concerns of their cultures and times. Students look at traditions like Buddhism to understand both a unifying tradition that shaped art in many different cultures and a religious tradition in dynamic contact with other beliefs — Hinduism and Islam in India, Taoism and Confucianism in China, and Shinto in Japan. Issues of how an artist, patron, and worshipper expresses beliefs about a deity forms a backbone to these discussions, encompassing the non-figural traditions of early Buddhism and Islam, the multi-limbed expressions of Hinduism and Tantric Buddhism, and the raw materials of Shinto art. The course also addresses some key issues in the art of several different cultures, such as the landscape tradition and "schools" of China, the political expression found in religious architecture in Southeast Asia, and secular forms like the tea ceremony and the 'floating world' art in Japan.

ART303 Modern Theatre and Public Conscious - 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 "realisti-

cally," "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.

ART305 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.

Multidisciplinary Studies (BAM)

BAM490 Multidisciplinary Studies Capstone - 3 credits

In this course, students develop and complete their final research project, typically toward the end of their program of study. The Capstone is about 25 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 semester to complete the Capstone must register for BAM491 and pass before graduating.

Human Services (BHS)

BHS125 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.

BHS205 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.

BHS208 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.

BHS302 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 addictions 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.

BHS305 Introduction to Human Services: Policies, Systems & Ethics - 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 different populations and communities, and consider the implications for public policy.

BHS307 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.

BHS315 Understanding Family & 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.

BHS320 Community Building Principles & 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.

BHS321 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.

BHS322 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.

BHS324 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. In collaboration with Cambridge Community Television (CCTV) a "rigorous" emphasis will be made on the use of media for building community. 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.

BHS325 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.

BHS327 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.

BHS330 Group Facilitations 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.

BHS335 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 fundamentals 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.

BHS340 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.

BHS360 Ethical Issues in Substance Abuse - 3 credits

Prerequisite: BHS401 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.

BHS361 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.

BHS362 HIV in Contemporary Society - 3 credits

This course provides a basic overview of HIV/AIDS and its impact on the individual, family and contemporary American society. We begin by reviewing the history of the AIDS movement and how that has shaped the politics of illness in the U.S. today. Comparisons with other social justice movements and illnesses/medical conditions are integrated throughout the course. We then look at HIV/AIDS through a variety of lenses. Through the medical lens, we view how HIV/AIDS is diagnosed and treated. As epidemiologists, we look at who is infected and what factors increase risk of infection. Through the health educator and human service worker lenses, we look at prevention strategies, case management challenges, and the mental health needs of people affected by HIV/AIDS. Lastly, we look at how civil rights and community activists respond to the legal, advocacy, and ethical issues associated with HIV/AIDS. Its impact on particular communities and population segments are also studied.

BHS363 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.

BHS364 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. Student 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.

BHS365 Ethical Issues in Working 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.

BHS366 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.

BHS369 Legal 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.

BHS378 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 MAN424)

BHS400 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.

BHS401 Introduction to Addictions: Theory & 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 at least one addictions support group is strongly encouraged (AA, NA etc.).

BHS411 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.

BHS420 Strategies for Change - 3 credits

LLIC028 non credit-course code

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.

BHS421 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.

BHS425 Policies, Ethics, and Procedures in Substance Abuse - 3 credits

Description in preparation.

BHS430 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.

BHS434 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.

BHS445 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 reflection 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.

BHS470 Human Services Internship I - 3 credits

BHS471 Human Services Internship II - 3 credits

Internship experience 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 internships 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. Internship II continues Internship I or covers a new or special internship situation; offered as a focused study.

BHS490 Human Services Capstone - 3 credits

In this course, students develop and complete their final research project, the capstone. The capstone is about 25 pages long and follows a research paper format with an abstract, table of contents, introduction, and a body that includes a review and discussion of literature. A conclusion follows, and last, a bibliography. It is recommended that students arrive at the class with a completed proposal. However, this is not required. Furthermore, students may change the topic in the process of their research and review. Students work together in class and meet individually with the instructor. Students who take an extra term to complete the Capstone must register for "late capstone" BHS492.

Management Studies (BSM)

BSM101 Business Writing - 3 credits

The course presents an introduction to the demands of business writing. Students learn how to develop the skills for effective written business communication including idea formulation, research, outlining, drafting, revising, peer editing, and presentation skills. Students will demonstrate an understanding of the relationship between reading and writing as well as the relationship between a writer and his/her audience. They will gain a better understanding of the writing process. They will also acquire the tools to help them think conceptually, read critically, and write analytically. In the process they will learn the importance of, and how to, understand and better evaluate what they read. The course will provide opportunities to evaluate and discuss the ideas of their peers while learning to use these ideas as starting points in their own critical thinking, questioning, and idea development. This course will provide opportunities for students to understand their role as writers as well as their role as critics of each other's writing. As this course relies heavily on discussing assigned readings and on questioning various elements and tools of the writing process, active participation is mandatory; this class will only be as successful as the students make it!

BSM125 Computer Networking & Support Internship - 3 credits

The internship experience provides students with the opportunity to put into practice the technical and support skills that they learn in the classroom and to gain valuable business experience working in a corporate environment. Under the guidance of the instructor and the internship supervisor, the student works on a helpdesk and/or provides desktop support in a professional environment. Students continue to build their computer networking and support skills through attending learning sessions and through use of journals and other writings and research.

BSM130 Customer Service Essentials - 3 credits

While manufacturing jobs have dwindled in the United States, the service sector has been on a rapid increase. Consequently, service related roles have been on a rapid increase. Often we think of cus-

tom service roles that are characterized as low wage, simple and repetitive. However, nothing could be further from the truth. Service roles vary from industry sector to sector. Roles range from helpdesk functions to more sophisticated consultative roles in finance, accounting, and human resources. In the ever increasing global market, service remains a hotly contested market. All service functions and roles require in-depth customer knowledge, attentiveness to detail, quality standards and a high level of dedication to the customer. This course's primary purpose is to equip students with the varied knowledge, skills and attitudes to be an integral part of an ever-evolving sector and organizational function.

BSM200 Introduction to Business - 3 credits

Students learn how American business operates. The course begins with a study of business in its broader perspective, looking at the context within which American business fits, and the investment markets which provide the capital needed to grow. The external factors influencing business development and the role business plays in the world economy are examined. The course then focuses on the internal organization and the operations of American business, highlighting major issues associated with managing functional areas of a business, such as marketing, production, technology, and supply chain management. In the later part of the course, financial management, both personal and business, and financial institutions are studied.

BSM225 Fundamentals of Investment Management - 3 credits

Fundamentals of Investment Management provides an introduction to the financial industry and develops an understanding of the players, markets, economic interplay, products, clients and functional processing that exist in the world of investments. Subjects covered include the history of financial services, evolution of the industry, risk and return, industry laws and regulatory agencies, how the industry makes money, credits, exchanges and redemptions.

BSM300 Economics for Managers - 3 credits

This course provides an overview of economics and establishes a foundation and vocabulary for future courses. It gives an applied, practical introduction to macroeconomics and microeconomics. At the macro-economic level the course helps the learner understand how the American economy functions, and what impact changes in the economy may have on the individual and the organization, as well as the impact of the global economy. At the microeconomic level the course examines how individuals and firms make economic decisions. This knowledge becomes the basis of understanding key concepts of supply, demand and pricing, as well as average and marginal costs and breakeven analysis.

BSM305 Principles of Managing Organizations - 3 credits

This course focuses on the evolution of traditional and modern management theories, practices and behaviors for planning, organizing, leading and controlling in organizations, and considers the contemporary and changing forces that challenge the practice of management. It helps students understand the importance of the environment in which managers function, and explores the processes of strategic, operational and tactical planning. It considers various organizational structures, the contexts for which they are best suited, and the role of communication, decision-making and leadership in managing organizations. It also discusses the principles of organizational control and the role of control systems in improving organizational productivity and efficiency.

BSM310 Organizational Theory & Behavior - 3 credits

This course examines the factors which influence individual, group and firm behavior in the work place. Topics include communication, motivation, group dynamics, leadership, power, and organizational design and development. Theories and frameworks, case discussions and skill-building exercises are used to understand and apply each topic. Class sessions and assignments help participants acquire the skills that managers need to improve organizational relationships and performance.

BSM315 Diversity Issues in the Workplace - 3 credits

This course looks at the significance of diversity in management and the implications of diversity for how organizations are organized and how they function. The changing demographics of the workplace are examined and the significance of diversity for domestic and international business are discussed. Organizational approaches to diversity are examined and analyzed. The course attempts to engage differences within the class and help students develop leadership skills for managing diversity, including consensus building, conflict resolution and talking through differences.

BSM320 Operations Management - 3 credits

This course covers the essentials of the operating systems of manufacturing and service organizations that convert materials and other resources into finished goods and services. Topics covered include key performance metrics, process mapping and analysis, product and process design, new product introduction, supply chain management, plant location and capacity planning, total quality and effective resource management. The goal is to understand the concept of total product life cycle management, and the effect of strategy in the operations role, as well as tactical issues such as inventory control, quality assurance and operations scheduling. The course also discusses recent developments such as computer-integrated manufacturing, flexible-manufacturing systems, and just in time inventory. It considers the interrelationship of operations decisions with marketing, finance and the overall strategy of the organization.

BSM325 Marketing - 3 credits

In this course students master the basic principles and practices of modern marketing. The course offers a broad overview of the nature and fundamentals of marketing activity. It provides an introduction to managing the marketing activities of an organization including marketing information systems and research, the marketing organizational system, and the marketing planning and control system. Topics include analysis of the global marketing environment of the firm, market research, customer and client analysis, target marketing and segmentation, product and service planning, pricing, communications, advertising and sales promotion, distribution management, and the development of marketing and sales strategies and plans. The use of marketing concepts and tools by nonprofit organizations is discussed.

BSM326 Strategies for Selling - 3 credits

Successful selling requires good communication skills and an understanding of the stages of a sales call. Often a technical person who knows a product or services needs to be more effective in selling that product or service. This course presents a systematic approach to selling. This course is ideal for those who want to learn how to communicate in a more effective manner and to learn how to best present themselves and their products or ideas. The course explores the interrelationships between the psychological and technical aspects of the sales process. It helps develop and sharpen one's interviewing skills.

BSM330 Financial Accounting - 3 credits

This course introduces the principles that govern financial accounting systems and the income statement and balance sheet that are the principal end products. Students learn how accounting information is used to evaluate the performance and financial status of private, non-profit and public organizations. The course emphasizes the use of accounting information by managers within the organization and by shareholders, lenders, and other outside parties. Basic accounting terms and concepts, and the language of financial management are presented as well as the essentials of the accounting process. The course also builds an awareness of the ethical, information and regulatory environment of accounting.

BSM331 Principles and Practices of Consumer Credit - 3 credits

This course defines and examines consumer lending basics including regulations, credit policy, operations, loan closings and loan servicing, product knowledge and the decision-making process. The focus is on how to make an appropriate consumer loan by using a decision-making process which includes interviewing, investigating and knowing various loan products. This course includes lecture material and related case studies for students to develop fundamental credit skills and sound lending judgement.

BSM332 Financial Management - 3 credits

Prerequisite: BSM330.

This course provides tools for managing business funds and making decisions that will affect the financial position of an organization. Students gain an understanding of financial analysis and its use in planning and control functions. Capital budgeting, discounted cash flow, and present/future value techniques are presented as well as the capital formation process, the advantages and disadvantages of various capital structures, and the long and short term uses of capital. Students gain an understanding of the workings of financial markets and institutions, financial instruments, and the domestic and international financial environment.

BSM333 Statistics for Business - 3 credits

Business Statistics presents the use of quantitative methods to define, analyze and choose among business alternatives. The scientific method of problem solving is presented to provide systematic analysis, selection and evaluation of business alternatives. Various statistical tools are introduced to collect, study and use information in support of rational business decision-making. Topics include decision-making under uncertainty, evaluating independent and dependent alternatives, selection of alternatives given limited resources, forecasting and simulation modeling.

BSM334 Principles of Banking - 3 credits

This course covers the history, purpose and function of banking. It examines how banks, in today's competitive and changing economic environment, serve the financial needs of individuals, businesses, and the government. The course will also compare the financial services offered through traditional banking institutions and other financial service providers.

BSM335 Human Resources Management - 3 credits

This introductory course surveys what current and aspiring general managers need to know about personnel and human resource management in business and nonprofit organizations. It is for students who are exploring career opportunities in personnel management rather than experienced personnel specialists. The course covers staff recruitment and selection, performance evaluation, compensation,

and management training. It considers the impact of human resource policies on productivity, employee morale and turnover. It also covers the promotion of equal employment opportunity, with discussion of recent court decisions, government regulations, and technical advances that affect the personnel management function.

BSM340 Information Systems and Databases - 3 credits

This course presents the fundamentals of information management and provides an overview of the issues managers face in the selection, use, and management of information technologies. As economies have become globalized and competition has increased, organizations have turned with increasing frequency to information technology (IT) to help them deal with data processing and information management constraints. The first part of the course covers the basics of designing databases to serve the information needs of the enterprise. Relational database concepts are presented and students build a working database. In the second part of the course, a case study approach is used to cover topics related to the overall management of information systems such as system acquisition, requirements analysis, make-or-buy decisions, decision support systems, and the management of end-user computing.

BSM345 Business Ethics - 3 credits

Business Ethics provides an in-depth understanding of the ethical, social and political context of organizations today. It approaches social problems with an ethical framework for choosing among alternative courses of action. The course emphasizes the application of ethical reasoning to real business and management situations, problems and decision-making.

BSM350 Health Care Systems In the U.S. - 3 credits

This course focuses on the contemporary health care management issues in the U.S. Since the failure of comprehensive health care reform efforts of the mid-1990s, changes brought about by market forces, greater emphasis on data collection for outcomes management, increased cost constraints, integrated organizations, and incremental approaches to regulation have made understanding the health care system imperative not only in our professional lives, but in our role as health care consumers. This course explores the recent changes in our health care programs and projects today's trends to assess future health care options.

BSM401 Health Care Management Fundamentals - 3 credits

Hospitals and other health service organizations are critical to our well-being. Skilled management is required to provide these sophisticated services. Health care managers must be knowledgeable in budgeting, capacity planning, process and job simulation and quality control. The course covers the planning, coordinating and management of these complex resources and skills needed to provide quality health care at affordable costs.

BSM402 Grant Writing and Fund Raising - 3 credits

A critical skill in business, especially for non-profit organizations, is the ability to raise money by fund raising and grants. This covers the planning and proposal development phases of grant writing, strategies for fund raising, identifying and qualifying potential donors, and grant administration. Hands-on activities provide practice in the skills of grant preparation.

BSM403 Personal Finance - 3 credits

Personal Finance develops an understanding of the financial alternatives from which an individual must choose in making their personal

financial decisions. Subjects covered include financial goal setting, budgeting, financial institutions, consumer credit, insurance and investing.

BSM405 Investment - 3 credits

Investment provides a comprehensive understanding and ability to evaluate debt, equity and other investment opportunities. The investment characteristics of bonds, preferred stocks and common stocks are covered as well as mutual funds and portfolio management. Students participate in an investment project and team projects.

BSM406 Introduction to E-Business - 3 credits

The course explores the systems, opportunities, challenges and strategies involved in successfully developing and maintaining electronic business. Issues covered include infrastructure design, server management, implementation, security, e-business strategy and marketing. It provides an overview of the key technologies for electronic commerce on the Internet, and reviews current trends and extensions to the technology of the World Wide Web. Electronic payment systems and related issues pertaining to authentication, security and privacy are covered. Organizational applications are explored, and the different business models underlying various types of business-consumer, business-business and intra-organizational commerce applications analyzed. Students are also introduced to the key legal, ethical and policy issues underlying the use of electronic commerce.

BSM407 International Business - 3 credits

International Business explores the challenges of managing across national borders and the complexities imposed by operating in multiple markets during an era of rapid globalization. The course examines the ethical and cultural context within which global managers must function and the strategic, organizational, and functional challenges the international environment poses for an effective global manager.

BSM408 Business Law - 3 credits

This course provides an overview of the U.S. legal system and discusses current issues in business law and ethics. Topics include the role of the legal system in business commerce, consumer pricing, competition and global competitiveness. Students develop knowledge of the Uniform Commercial Code as it relates to the law of sales, commercial paper, and secured transactions. Special attention is given to the importance of ethics in business and potential ethical dilemmas.

BSM409 Management Accounting - 3 credits

Management accounting focuses on the use of internal product, service and other internal accounting and non-accounting information to improve management decision-making. The course examines actual organizations facing management issues such as pricing, product design, and make or buy decisions. Knowledge gained about cost behavior, cost analysis and budget forecasting contribute to an understanding how to make informed business decisions.

BSM410 Entrepreneurship - 3 credits

Entrepreneurship explores the challenges and rewards of operating a small business. Areas studied include opportunity evaluation, location, marketing, financing, organizing and operating start-up and small business. Of special interest are the issues of success and growth management.

BSM411 Business Planning & Budgeting - 3 credits

Business Planning and Budgeting focuses on the needs of managers to more accurately plan and budget their scarce resources in order to

achieve their objectives. The course presents an overview of various planning and budgeting techniques and computer based tools currently in use by business.

BSM412 Money and Banking - 3 credits

Prerequisite BSM300.

For anyone in business it is important to understand the influence that the banking system has upon interest rates, economic growth, and price and employment stability. This course covers the banking system, credit, money and interest rates, and the interrelationship between the domestic and international financial institutions. The course begins by study monetary systems from 5000 BC to modern times. Students learn how our economies evolved from barter societies to new forms of money such as credit cards and electronic funds transfer. Next, the course presents the commercial banking systems in the US and foreign countries. Then the course covers the role of the Federal Reserve Systems and other nations' central banks in influencing a country's economic status. Then a more detailed analysis of bank operations is presented and the analysis is expanded to other types of financial institutions such as savings banks, credit unions, mortgage companies and government agencies. Finally, international banking institutions and international monetary exchanges are studied.

BSM413 Strategic Business Planning - 3 credits

Strategic Business Planning explores strategic planning from the general manager's viewpoint. The course covers the range of strategic decision-making from establishing a strategic vision and mission, setting objectives, crafting and executing a strategy to achieve the objectives and evaluating performance and initiating corrective adjustments.

BSM415 Leadership Models - 3 credits

Constant changes in the world and fast-paced changes in technology call for effective leaders with vision. Leaders are the Change Agents. The course examines effective approaches to leadership. What constitutes an effective leader? What are the significant differences between leaders and managers? What importance does power hold in the transition process? The course analyzes leadership models, problem solving, ethics, strategic styles of interaction, decision-making techniques, and effective strategies for implementation of goals.

BSM418 Internet Technologies - 3 credits

Internet Technologies presents an overview of current and emerging technologies relevant to electronic commerce. Topics include communications and networking, the Internet, programming languages, security, databases and archiving, web authoring tools, multimedia, transaction processing, search engines, and data mining. Students learn the function and interrelation of component e-commerce technologies and the modern vocabulary of e-commerce technology.

BSM420 Internet Marketing - 3 credits

The course addresses marketing on the Internet. Integrating web marketing activities into organizational marketing strategies is a major challenge for ongoing businesses and startups alike. This course focuses on the capabilities that allow business and nonprofit organizations to develop distinctive marketing approaches on the Internet. Throughout, it emphasizes the role of Internet marketing in the overall marketing strategy of an organization as well as the need for careful integration between strategies executed in cyberspace and in the physical world. Students analyze varied internet marketing cases and develop marketing plans that include major internet elements.

BSM430 Non-Profit Organization Management - 3 credits

Non-profit organizations are making an increased contribution to our society and economy on a domestic and global level. Managers of non-profits face many of the issues faced by for-profit entities as well as the managerial, organizational, human resource and legal issues of non-profits. The course explores the challenges faced by non-profit managers and approaches used to respond.

BSM456 Intermediate Financial Accounting Using Intuit QuickBooks - 3 credits

Considerable attention will be given to examples from current accounting practice and the reporting requirements promulgated by the Financial Accounting Standards Board. The focus is on an external user perspective and financial accounting standards promulgated in the U.S.; however, international contrasts and/or constituencies are brought into the discussion of many of our topics. Ethical considerations and impact on various stakeholders are also an important component of our study of financial reporting practices. The course is for students preparing to become practicing accountants in either the public or private sector. In addition to prospective practicing accountants, the course provides valuable background for those looking forward to various managerial or financial careers.

BSM460 Database Management - 3 credits

This course introduces the fundamental concepts necessary to design, use, implement and administer database systems. The course stresses the fundamentals of database modeling and design, the languages and facilities provided by database management systems, and the techniques for implementing and administering database systems. Students learn how to use SQL to create, update and query a relational database, build a database application, and perform basic database administration tasks. Data integrity and transaction controls techniques and the impact of networks and client-server architecture on database management systems are discussed.

BSM465 Negotiation & Conflict Management - 3 credits

Networked organizations present different challenges for the negotiation and conflict resolution skills of managers. The fact that today's networked organizations are less hierarchical and more global makes negotiation at every level a necessity and increases the potential for conflict, while the lack of face-to-face communication and long-standing relationships make the resolution of conflict more difficult. This course examines the basic theories of integrative bargaining and problem solving and helps extend these models to the current realities of distributed work and collaboration. Through case studies and experiential exercises students analyze the processes of diagnosing conflict, planning for negotiation, and implementing solutions within networked organizations; and develop conflict resolution skills.

BSM470 Project Management - 3 credits

This course introduces the principles of project management. In today's organizations, work is increasingly being organized in the form of temporary projects. The project manager is responsible for pulling together resources from across the organization and for delivering results on time. The course provides an overview of the basic management principles and procedures involved in starting, managing, controlling and terminating a project successfully. Topics covered include the project management process, controlling and managing a project, selecting the project team, understanding the relationships of projects to organizational goals, defining project scope, project scheduling, control and coordination techniques.

BSM475 Information Technology - 3 credits

Technology is an integral part of every manager's work. An understanding of computer technologies is essential for today's successful manager. The course presents an overview of computer technology, its use, and strategic value across the enterprise environment. Subjects include hardware, software, security, networking and databases.

BSM490 Management Studies Capstone Project - 3 credits

Prerequisites: WRT101-102.

Capstone course is an opportunity for students to prepare a research paper that demonstrates their mastery of the topics covered in their management courses. The student, subject to approval by the instructor, selects the research paper subject.

BSM431 Introduction to Hotel and Restaurant Operations - 3 credits

Prerequisite: BSM200.

This course will include a survey of the development of hotel and restaurant management, historical perspectives, current industry trends, and an analysis of the types of operations in the hospitality industry. Management functions and business administration principles are stressed for each type of operation.

BSM432 Hospitality Operations Management - 3 credits

Students will analyze the workings of a restaurant from all operational perspectives. These include menu design, location analysis, physical layout, front- and back-of-the-house design, and back-of-the-house work flow. This course will integrate material taught in other classes and result in an understanding of and appreciation for the complex world of successful restaurant operations.

BSM433 Hospitality Marketing, Sales and Food Promotion - 3 credits

Prerequisite: BSM325.

This course is an examination of the principles of menu pricing, food and drink development and enhancement. The course will also provide students with the ability to properly develop marketing plans and understand how to target the appropriate customer base. Topics will include forecasting product requirements, researching potential changes in menu trends, competitive analysis of various restaurant concepts and how to manage the development of programs to promote menu concepts to a target market. The challenges and opportunities of advertising, public relations, sales promotion, and personal selling by waitstaff will also be covered. Students will develop a specific marketing plan as well as analyze the current merchandising plans for food products and services used in the United States.

BSM435 Food and Beverage Cost Control - 3 credits

Prerequisites: MAT102 and BSM330.

This course will examine the information and skills necessary to analyze and improve the profitability of a foodservice establishment. Topics include the flow of goods, income statements, forecasting sales, and controlling labor and food costs. Students will also analyze the complete purchasing cycle of a restaurant, beginning with product and vendor selection and ending with actual orders.

BSM436 Legal Issues in the Hospitality Industry - 3 credits

Hospitality managers are called on daily to make important legal decisions. The course is designed to provide students with the important legal background that they need to know when managing a hospitality facility. Topics include legal obligations of owners and employees, liabilities, dram shop law, and operating within state and federal regulations. Also covered in this course are regulations surrounding

ServSafe, OSHA, and HAACP.

BSM437 Current Issues and Trends in the Hospitality Industry - 3 credits

Must be taken in the student's final semester.

This course will explore issues that currently impact the Hospitality Industry. The content will vary as the course will try to analyze the most up to date theories and operational activities. The course will deal with employee development and assessment, quality control, financial issues, and a review of the issues confronting the international hospitality sector.

(new) Advanced Hospitality Operations - 3 credits

Prerequisite : BSM 431

This course will emphasize customer service, industry trends, sales, and merchandising. Students will explore the details that are necessary to create and maintain reservation and point of purchase systems. Students will learn how to plan and control inventory, learn the latest merchandising products and services and learn how to utilize Customer Relations Management techniques and technology.

BSM438 Hospitality Industry Internship - 3 credits

Must be taken in the student's final semester.

Internship experience gives students the opportunity to practice knowledge and skills gained in the classroom and to become familiar with the actual operational functions within the food service or hotel industries. Students who can demonstrate management experience within the industry may substitute this course for the Current Issues and Trends course.

Chemistry (CHM)

CHM100 Chemistry I - 3 credits

The purpose of this course is to introduce a foundation of chemistry, green chemistry and the molecular basis of materials. It will provide teachings in molecular structure, properties and reactivity of materials. Highlighted throughout are the "real world" applications of materials and their intentional and unintentional impacts on human health and the environment. Green chemistry, the design of products and processes that reduces or eliminates the use or generation of hazards, will be infused throughout the course. The student will come away with a basic understanding of the principles of green chemistry.

Computer Sciences (CMP)

CMP130 Introduction to Computer Applications - 3 credits

Assessment available. This course provides a hands-on introduction to the personal computer, Windows, word processing, spreadsheet, presentation software, the Internet, and an overview of Word, Excel and Power-Point uses. Students begin with the basics of each application and progress through intermediate level.

CMP230 Information Literacy - 3 credits

Prerequisite: CMP130 (course or portfolio) and familiarity with Windows and/or Mac operating system, or permission of instructor. Information literacy is necessary for lifelong learning and career advancement. It is the ability to analyze problems, research and select relevant information, create an effective presentation from that information, and, when appropriate, publish it in print or electronic formats. Students acquire the knowledge, skills, and abilities to apply

principles of information literacy to their academic and professional lives. A problem-centered approach is used. Students use the Internet and e-mail news groups, file transfer and Netscape, and search engines. They learn to evaluate the credibility of information and use problem-solving paradigms.

CMP310 Computer and Network Support: Part I - 3 credits

This is the first of two classes that provides the technical skills and knowledge students need to be successful in entry-level IT careers. Through a combination of lecture and hands-on work, students learn about PC hardware, operating systems, and basic networking.

CMP320 Computer & Network Support: Part II - 3 credits

Prerequisite: CMP310

This is the second of two classes that provides the technical skills and knowledge students need to be successful in entry-level IT careers. Through a combination of lecture and hands-on work, students build on their existing knowledge of networking and learn PC imaging, operating system installation, and helpdesk soft skills.

CMP330 Web Production I - 3 credits

This is the first of a two-part course on design and implementation of full-featured, interactive websites. Students become familiar with the principles of effective web design. They learn the tools and applications necessary to develop the front-ends to effective and dynamic web sites. Through hand coding and the use of WYSIWYG editors such as Dreamweaver, students develop proficiency in HTML, Cascading Style Sheets, and JavaScript.

CMP340 Web Production II - 3 credits

Prerequisite: CMP330.

This is the second of a two-part course on design and implementation of full-featured, interactive websites. Students tackle back-end issues pertaining to web development. First, they get an understanding of web/database interactions, and then learn to use various coding techniques and applications to create and manage these interactions. Moreover, students put their skills to use on various real-life projects for real external clients.

(new) Computer Systems Theory - 3 credits

This course explores the history and integration of information systems and their impact on individuals, institutions, and societies. Through a historical and technological context, students will trace the development of internal and external network systems, and how information technology works in a systematic way to improve the efficiency and effectiveness of businesses, governments and other complex institutions. Integration theory and IT compatibility issues are reviewed, and technology mapping for business is covered in detail.

Communications (COM)

COM322 Effective Oral Presentations - 3 credits

Prerequisite: WRT101.

Through practical study and experience preparing and giving presentations, learners develop expertise and gain confidence in speaking before groups. Learners gain competency in preparation, organization, time management, voice projection, enunciation, appearance, posture and body language, and audience engagement. Learners research an interesting topics and prepare a research papers for oral presentation. Presentations are videotaped to permit more complete and immediate assessment and support of student learning. They expand their communication skills that support work in other courses.

Critical Thinking (CTH)

CTH225 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.

CTH300 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)

EMC200 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.

EMC201 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.

EMC202 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.

EMC210 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.

EMC215 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.

EMC300 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.

EMC301 Integrated Language Arts & 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.

EMC302 Questions in Math and Science - 3 credits

Students learn applications of the discovery approach and suitable materials and experiences for developing concepts in mathematics and science appropriate for children age three to 2nd grade. Students learn to guide readiness activities in math that are developed intuitively and informally with children. Biological, physical and earth science topics are developed through inquiry and experience.

EMC304 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.

EMC305 Creative Drama for Learning - 3 credits

This course provides practical experience in the techniques of creative drama such as pantomime, improvised dialogue, dramatization of children's literature and role playing. The course is designed to develop student's own creativity and also to teach them to lead children in these art forms.

EMC306 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.

EMC307 Teaching Early Education Students With Special Needs - 3 credits

This course will cover the issues related to practices and policies appropriate to the needs of preschool children who are disabled and/or "at risk" in educational settings. Topics will include legislation that has impacted the field, philosophy, intervention strategies, working with families and service providers, inclusion and developing lesson plans.

EMC308 Observing and Recording in Early Education Classrooms - 3 credits

This course covers the techniques used to understand the progress of children ages birth to 2nd grade and what programming is needed as result. Students will understand terminology such as "assessment," "evaluation," "statistical analysis," and "progress monitoring," and how such information is applied in classrooms. Gathering and analyzing data on student strengths and needs are essential practices for making decisions on students' academic and social plans. However, judgments about children and the corresponding decisions must be made carefully.

EMC315 Developing Curriculum for Young Children - 3 credits

Students will demonstrate their ability in organizing the environment and planning developmentally appropriate curriculum to facilitate children's learning. They will identify the range of appropriate behaviors, activities and materials and be able to implement an integrated, comprehensive curriculum in a supportive physical and social setting for children age three to 2nd grade.

EMC316 Creating Effective & Positive Learning Environments in Early Grades - 3 credits

The emphasis of this course is on understanding the impact of a discipline system on the self-esteem of the developing child and methods of teaching pro-social skills. 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 certain techniques for PreK-2nd grade that match the student's personality and philosophy of learning as well as what is appropriate for the developing child.

EMC317 Early Childhood Growth and Development - 3 credits

The course covers theories of child development and the developmental sequences critical for early education with an emphasis placed on sequences in physical/motor, social, emotional, cognitive, and language development and appropriate experiences for the young child (PreK-2nd grade). Key to a child's development is the relationship with caregivers, siblings, peers, early friendships, and others, and how such relationships contribute to cognitive growth.

EMC318 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.

EMC319 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.

EMC330 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.

EMC400 Teaching Reading in the Elementary Grades - 3 credits

No course description available.

EMC401 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.

EMC410 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.

EMC412 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.

EMC415 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.

EMC420 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.

History (HIS)

HIS101 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, HIS102.

HIS102 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.

HIS201 U.S. History & Constitutional Government 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.

HIS202 U.S. History & Constitutional Government 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.

HIS230 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 & ethnic restaurants, do oral histories, produce a cookbook and, of course, eat lots of food!

HIS260 The Constitution and the Struggle for Democracy - 3 credits

No course description available.

HIS275 American Government - 3 credits

No course description available.

HIS301 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 phenomenon 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.

HIS321 Historical Perspectives on Contemporary Issues - 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.

HIS343 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.

HIS344 History and Theory 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, consid-

er the roles of race and class in the movement, and study the theories of the movement that brought it together and split it apart.

HIS350 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.

Justice Studies (JUS)

JUS200 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.

JUS205 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.

JUS225 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.

JUS342 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.

JUS343 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.

JUS345 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.

JUS350 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.

JUS356 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.

JUS357 Circles I - 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 its way 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.

JUS358 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.

JUS365 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) At-

tachment 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.

JUS368 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.

JUS376 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 - world-wide web, usernet, listserves, ftp, etc. with a particular focus on the global dimension of Juvenile Justice.

JUS377 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.

JUS415 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.

JUS425 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.

JUS430 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 ex-

amines 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.

JUS435 Restorative Justice and Victim-Offender Reconciliation - 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.

(new) Introduction to Justice Studies - 3 credits

This course offers students an introduction to the field of justice studies. It includes an examination of moral, philosophical and political definitions of justice and injustice. The course will explore distinctions between various forms of justice, e.g., criminal, social, environmental as well as their impact on societal understanding of the concepts of justice and injustice. Central to course discussion will be the tension between morality and legality.

(new) 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, the death penalty. Issues selected will vary.

(new) 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, some attention is 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.

(new) Justice and Gender in World Politics - 3 credits

Women have become central figures on the world stage of justice. Once viewed as somewhat peripheral to world politics, women are now central to the discussion of international injustices and are essential decision makers and agents of change. Identification and response to the gender specific concerns of women and recognition of the culturally disparate roles they have in the international community will be explored.

(new) Circles II - 1 credit

This course is an intensive follow-up to Circles I: Introduction To Circles. Circles I is always a great and challenging beginning to community building and the sharing of stories. Circles II takes that challenge further by introducing a particular issue or situation involving harm that needs our attention, honesty and sharing in order to transform it. The first night of the course, the issue will be presented. Then together using the circle process for the remainder of the course, we

will attempt to come to some agreement and action plan in a good way that will lead us on a path headed toward community rather than hopelessness and disconnectedness.

Literature (LIT)

LIT200 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.

LIT203 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.

LIT210 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.

LIT215 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 every individual eventually to confront a moral dilemma that will define his or her character.

LIT230 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?"

LIT330 Literature for Children

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. (formerly EMC330).

LIT301 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.

LIT309 Divided Loyalties: Contemporary Latino/a Literature - 3 credits

Prerequisite: WRT101.

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.

LIT310 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.

LIT311 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.

LIT312 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.

LIT314 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.

LIT315 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.

LIT316 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.

LIT318 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.

LIT325 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.

LIT400 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.

LIT401 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.

LIT402 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.

Medical Interpreter (various prefixes)

Interpreting Skills I - 3 credits

non-degree
 creditcreditlanguage
 LLIC013. . .COM350 Spanish
 LLIC014 . .COM351 Portuguese
 LLIC015. . .COM352 Multilingual
 LLIC008. . .COM358 American Sign Language

Prerequisite: fluency in Spanish, Portuguese, other language, or American Sign Language

Students already fluent in the language will learn the theoretical basis of Interpretation and translation, and applied interpreting skills and techniques for medical or human service settings. Emphasis is placed on bilingual vocabulary and phraseology, and practice of interpreting skills through role play.

Interpreting Skills II - 3 credits

non-degree
 creditcreditlanguage
 LLIC016. . .COM353 .Spanish
 LLIC017. . .COM354 .Portuguese
 LLIC018. . .COM355 .Multilingual
 LLIC009. . .COM359 .American Sign Language

Prerequisites: Interpreting Skills I and introductory course for your certificate—medical interpreters, LLIC010/SCI100; for human service interpreters, LLIC026/BHS305.

Students integrate and apply the interpretation and translation theory learned in Skills I through extensive practice of simulations, predominantly in the consecutive mode. Students learn self-monitoring and coping strategies. They continue to develop bilingual medical and human service vocabulary and phraseology as well as explore the challenges of simultaneous interpretation.

COM356 Mental Health Interpreting Skills I - 3 credits

Students learn how to meet the needs of both patients and providers by becoming fluent in English, mental health vocabulary and one other language. Students will become familiar with the DSM, frequent

and less common mental health diagnoses and treatment options and appropriate modes of communication for the mental health patient. Both consecutive and simultaneous modes of interpretation will be considered.

COM357 Mental Health Interpreting Skills II - 3 credits

(LLIC030 non-credit course code) Prerequisite: LLIC020/COM356. In a continuation of Mental Health Interpreting Skills I, students complete their study of the DSM, increase their knowledge of mental health terminology and experience advanced aspects of mental health interpreting. The student will learn how to interpret at various assessments of functioning and medication evaluations while providing cultural mediation and patient advocacy as necessary. Special consideration in mental health interpreting are considered such as working with delusional patients, crisis services, safety issues, and managing personal feelings. Role plays of increasing challenge will be performed using both consecutive and simultaneous interpreting.

INT300 Internship/Interpreter/Allied Health - 3 credits

Prerequisites for interpreters: LLIC010/SCI100 for medical, or LLIC026/BHS305 for human service; LLIC011/SOC415, and Interpreting Skills I. Prerequisites for medical administrative assistants: LLIC022/CMP231, LLIC023/COM205. Prerequisite for human assistants: LLIC026/BHS305.

Students strengthen and refine their interpreting or allied health skills at a local internship site. They are evaluated for ability to work with providers and clients and to demonstrate understanding of service protocols in their field. In addition to completing the internship in the field, students also participate in debriefing seminars at the college to share and reflect on the meaning of the internship experience.

SCI100 Anatomy and Pathophysiology - 3 credits

This course surveys the human body in health and disease in order to expose students who plan to work in health care to the major systems of the body, common diseases, diagnostic tests, pharmaceuticals, and treatment options. Students learn how to define complex medical terms, concepts, and abbreviations and apply this knowledge according to their area of interest.

SOC412 Cross Cultural Communication - 3 credits

This course provides the participants with the opportunity to identify cross-cultural issues and their impact on the medical and human service interpretation encounter. Students will analyze concepts such as communication, culture, cultural identity, non-verbal communication, and cultural context related to interpretation. Readings of selected short stories that illustrate cross-cultural concepts will provide the basis for cultural contextual analysis.

SOC415 The Role of the Interpreter - 3 credits

The course focuses on the history of health care and social work, various cultures within our society, and the role of medical and human services interpreters in the United States. Issues about advocacy that often impinge upon the interpreter-client relationship are examined. Students learn about confidentiality, patient rights, ethical and legal issues, as well as laws governing federal and state human service agencies.

Principles of Adult Learning (LRN)

LRN175 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.

Human Services Management (MAN)

MAN350 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.

MAN360 Risk Management for Residential Programs - 1 credit

This class examines the clinical and environmental dynamics present within residential settings serving adolescents, in order to identify situations in which there is a serious risk of harm unless there is immediate intervention. Students learn to develop and implement pro-active risk management strategies.

Mathematics (MAT)

MAT100 Foundations of Mathematics - 3 credits

Math100 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.

MAT101 College Mathematics I - 3 credits

Prerequisite: MAT100 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.

MAT102 College Mathematics II - 3 credits

Prerequisite: MAT101 If assessment indicates need. Challenge exam available.

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.

MAT200 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.

MAT201 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 principals 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.

MAT203 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.

MAT301 Mathematics, Truth and Imagination - 3 credits

For centuries, space and time were described as dimensions that either existed or unfolded uniformly, through which people and objects passed, their sizes and speeds being described with a formidable accuracy by the geometry and number theory of Euclid, the conical projections of Apollonius, and the earth-centered astronomy of Ptolemy. Despite the modern predominance of algebra, the advent of the calculus, and the Copernican revolution, the accuracy of the ancient descriptions is virtually unaltered; their predictive value still valid. It is the role of mathematics itself that has changed. Thus, while this course addresses the mechanics of the early arithmetic, geometry and astronomy, its prime concern is to appreciate the paramount function of the imagination in creativity, and the attempt to uncover the presuppositions that shape our most fundamental descriptions of the world. Texts include Euclid's Elements, Apollonius' Conics and Ptolemy's Almagest.

Philosophy (PHI)

PHI201 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.

PHI235 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.

PHI300 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.

PHI305 Philosophy of Moral Education - 3 credits

Incorporating aspects of philosophy and educational theory, students in this course explore two ancient and related ideas: character and virtue. Assisted by traditional and modern texts on these subjects, students seek to define both individual virtues, like courage, and what it means to be virtuous in a general sense. Students investigate the notions of character and character-building, especially as they are used in contemporary educational settings. One of the primary questions this course will address is whether or not the virtues can be taught to or instilled in younger learners, and, if so, how? By A) analyzing a variety of texts, ranging from Aristotle's *Nicomachean Ethics*, to internet-based documents, and by B) thoughtfully reflecting upon personal experiences and the testimony of others in group discussions, students acquire a general knowledge of ethics, a more specialized understanding of virtue ethics, and insight into practical uses in the classroom environments.

PHI310 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.

PHI315 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.

PHI320 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 involved 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.

Psychology (PSY)

PSY110 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.

PSY120 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.

PSY130 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.

PSY210 Multicultural 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.

PSY251 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.

PSY310 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.

PSY311 Group Dynamics and Diversity - 3 credits

Prerequisite: PSY120 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 PSY110.

PSY315 Research in Psychology - 3 credits

Strongly recommended: at least two psychology courses including PSY120 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.

PSY316 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.

PSY317 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.

PSY321 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.

PSY325 Theories of Personality - 3 credits

Students are introduced to conceptual models which serve as a basis for understanding personality development and working in the helping fields. The major dimensions of personality development are presented: Biological, Psychological, Cultural, and Social-Structural. In each instance, case examples are discussed to illustrate theory. Illness and Health models of helping are presented and compared, with particular emphasis on the Public Health, or Prevention model. Students create a mini-Prevention Program, as either an individual or group project.

PSY328 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.

PSY330 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.

PSY332 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.

PSY340 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.

PSY345 Spiritual Dimensions: Psychological and Educational Issues - 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.

PSY351 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.

PSY352 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.

PSY353 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.

PSY354 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.

PSY359 Contemporary Perspectives on Child Abuse and Neglect - 3 credits

This is course is an overview on 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.

PSY376 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.

PSY377 Psychology 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, human services, and education. With recent research in neuroscience, a variety of psychological theories and methods can be better understood in terms of what we know about the how the brain functions. This understanding can be applied in a variety of contexts, both personal and professional. The course will include both theory and experiential activities to help students understand how neuroscience can be applied in a variety of psychological contexts and populations.

PSY390 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' 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 for the elderly.

PSY395 Psychology of Race - 3 credits

This course looks at the structural and ideological components of racism, its psychology, and its impacts on individuals, families, schools, criminal justice systems, culture, arts, and religion, and explores the institutionalized systems of economic, political, social, and cultural relations by which one racial group maintains power and privilege. Participants confront the issues in an intensive way, examine their individual attitudes and practices, and gain a new conceptual and pedagogical framework. The psychology of anti-racism provides the theory and practical guidelines for teachers, human service providers, business people, counselors, and trainers to bring to their programs and workplaces.

PSY396 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.

PSY400 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.

PSY402 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, the workplace, or Buddhist traditions.

PSY405 Psych-Based Change in Methods of Learning: Deprogramming Reading Failure - 3 credits

Description in preparation.

PSY407 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.

PSY408 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.

PSY409 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.

PSY410 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 manage-

ment 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.

PSY411 Conflict Prevention in a Multicultural World - 3 credits

Prerequisite: PSY110 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.

PSY412 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.

PSY421 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.

PSY426 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.

PSY428 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.

PSY433 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.

PSY470 Psychology Internship I - 3 credits

PSY471 Psychology Internship II - 3 credits

Psychology Internships give students the opportunity to practice knowledge and skills gained in the classroom and to experience firsthand 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.

PSY490 CAPS Seminar and Final Project - 3 credits

Prerequisites: WRT101-102.

Take in your second-to-last term, after completing at least 90 credits. Recommended: come prepared with a topic related to your concentration. In this course, students develop and complete their final research project, the capstone. The capstone is about 25 pages long and follows a research paper format with an abstract, table of contents, introduction, and a body that includes a review and discussion of literature. A conclusion and reference page follow. Students work together in class and meet individually with the instructor. Those who take an extra term to complete the Capstone must register for PSY492 Late Capstone.

Religion (REL)

REL230 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.

REL300 Religion, Justice, & 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.

Sciences (SCI) (See also Chemistry)

SCI131 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.

SCI138 Physical Geology - 3 credits

A study of the nature and origin of the minerals and rocks composing the earth; and the geological evolution of surface features (scenery), taking into account the underlying rock types and structures as well as the surface effects of glaciers, oceans, rivers, volcanoes, and earthquakes. Introduction to geological aspects of environmental issues; and to the geology of the solar system. Numerous field trips supplement the lectures. Designed for students wanting to learn more about the formation of landscapes and the limitations of earth resources.

SCI210 The Nature of Inquiry in the Natural and Social Sciences - 3 credits

This course explores the fundamental content and processes scientists use to understand the natural and social world. We explore scientific method and conduct guided experiments in the natural sciences and inquire into a problem of interest using biological and social perspectives, observation, classification of information, measurement, inference, development of a hypothesis, experimentation, conclusion, and communication of findings.

SCI211 Language and Society: Introduction 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.

SCI214 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.

SCI215 Everyday Physics - 3 credits

Physics is the study of matter, energy, and their interactions. This is a practical introductory course that explores the laws and principles of physics through investigation of everyday objects. Topics covered include: energy and motion, light and color, sound and music, electricity and magnetism. We explore these topics by questioning

how everyday objects such as clocks, violins, air cleaners, flashlights, radios, and televisions work.

SCI216 Introduction to Chemistry: Chemical Equations to Food Calories - 3 credits

Chemistry is the science of the composition, structure and properties of substances. This course is an introduction to the basic concepts of chemistry, designed for students lacking previous chemistry training or whose background may require an extensive review. We examine chemistry principles and learn how they affect everyday events.

SCI224 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.

SCI225 General Biology - 3 credits

This survey of life systems lays the foundation for the study of human anatomy, physiology and health. The course begins with the study of cellular structure, metabolism and reproduction, and proceeds to the study of tissues and more complex organisms such as plants and vertebrates. Also covered are genetics, evolution, ecology and the interrelationships between organisms and their environments.

SCI226 Biology Concepts and Procedures - 3 credits

This course introduces students to a breadth of laboratory procedures. Students learn about the techniques used in everyday biology laboratories, and then implement that knowledge hands on. We initially focus on the foundation of all science laboratories: the scientific method and measurement. We then venture into use of microscopes, analysis of enzyme activity, and DNA analysis.

SCI230 Anatomy and Physiology - 3 credits

The structure and function of the human body provides a background upon which students build a working understanding of the human body in health and disease. The course includes a study of cells and the skeletal, muscular, respiratory and cardiovascular systems, as well as the nervous, endocrine, urinary, digestive and reproductive systems. Students will understand the basic functions of the parts of the human body.

SCI230L Anatomy and Physiology Lab - 1 credit

This hands-on component of SCI 230 introduces students to laboratory and dissection techniques used in the study of human and comparative anatomy. The laboratory follows lecture topics presented in SCI 230, and takes a systemic approach to the study of anatomical structure and function. Prerequisite: enrollment in SCI 230.

SCI231 Marine Biology - 3 credits

SCI231 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.

SCI235 Principles of Health & 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 a variable educator themselves. Community health services, functions, eligibility or access are explained.

SCI240 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.

SCI300 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.

SCI310 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.

SCI335 Topics in Biology: Understanding Human Genome Project - 3 credits

Prerequisite: SCI225 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 ge-

nome project impacts society, specifically discussing various benefits and drawbacks.

SCI336 Drug Discovery: From the Laboratory to the Pharmacy - 3 credits

Prerequisite: SCI225 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.

SCI337 Microbiology - 3 credits

This intensive 4-credit, lab-based course focuses on the principles of medical microbiology and is designed to familiarize the student with the biology, ecology, and behaviors of microbes and viruses in human health, medicine, and biotechnology. This course is designed for pre-med biology concentrators, nursing students, and students looking to receive comprehensive training in medical microbiology. Enrollment is limited due to the limitations of the lab size. 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. Additional laboratory work will support and illustrate lecture material throughout the term.

SCI337L Microbiology Lab - 1 credit

This one credit laboratory is the counterpart to SCI337. 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.

SCI400 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.

SCI406 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.

(new) General Engineering - 3 credits

Prerequisite: MAT102 or equivalent.

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.

(new) Emerging Technology Theory - 3 credits

The speed of development of new technologies has increased exponentially over the last century, and older technologies have been becoming extinct at an equivalent rate. To keep up with the fast-paced march of emerging technology, one must have a historical background and technical understanding of the forces that shape the development of new technologies. This course brings together the history of modern technological development, and leads us to the current cutting edge of scientific and technological advances. Students will learn about the latest development theory, engineering practices, and manufacturing techniques in the industry today, and will explore what emerging technologies are currently being developed and why.

Sociology (SOC)

SOC120 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.

SOC201 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.

SOC212 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.

SOC213 Adult Career Development - 3 credits

A typical adult's career in today's fluid work environment is marked by frequent transitions that can dramatically affect job and career stability, with a concomitant negative impact on self-esteem and personal productivity. This course provides a comprehensive understanding of how organizational and personal transitions occur and how they impact careers and lifespan development. Through relevant theoretical perspectives from systems theory, sociology, and psychology, students analyze adult development, career change, and the American workplace. They learn to evaluate their own work history, transferable skills, and core work motivations. Students also discuss and explore how organizations react and change due to market trends.

SOC260 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.

SOC301 Cross-Cultural Narratives of Identity - 3 credits

This course explores identity transformations through autobiographical writings from varied cultures. Students focus on identity-shaping conditioning of people in different geographical, historical, and socio-cultural environments. We look at race, gender, professional, geographical and spiritual membership and explore "different systems" of meaning, rather than singular explanations for personal development.

SOC311 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-imaging and self-empowerment are significant components in this course.

SOC322 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.

Writing (WRT)

WRT090 Effective Writing Skills - 0 credits

Skill development course. Learners build skills to engage critically in reading and communicate clearly in writing, and become comfortable with the essay form. Topics include vocabulary, grammar, spelling and punctuation, good sentence to paragraph structure, and the skills needed to build a coherent essay. Effective reading, listening, and speaking skills are developed.

WRT101 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.

WRT102 College Writing II - 3 credits

WRT102 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 WRT101 and then moves to selecting and narrowing a topic, preliminary research, and establishing a focus for a 10-15 page research paper. The final paper includes an abstract, an introduction, literature review, discussion, conclusion, and references. Students learn how to use APA documentation for in-text citations and references.