College of Our Lady of the

Elms Undergraduate Catalog

2025-2027



291 Springfield Street
Chicopee, MA 01013

Updated: October 2026

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Introduction

The Elms College Undergraduate Catalog for 2025-2027 contains information on academic policies and resources, admission, student affairs and student success, as well as general information about the college.

For the most up to date information on academic programs and courses, tuition and fees and financial aid, please visit the Elms College website at www.elms.edu, or if you are a current student, please check ElmsConnect. In addition, the 2025-2027 Student Handbook has supplemental information.

Additional Information is available from the Registrar's Office, registrar@elms.edu.

Elms College Mission Statement

Approved 2021

The College of Our Lady of the Elms, a Catholic college, educates a diverse group of students in a supportive, vibrant learning community. Combining a liberal arts education with professional studies, Elms College empowers students to effect positive changes in the community and in the world.

Affirming the founding tradition of the Sisters of St. Joseph, Elms College challenges students to embrace change without compromising principle, to respond creatively to the demands of their chosen careers, and to advocate for people in need. Elms College is a community rooted in faith, educated in mind, compassionate in heart, and responsive to civic and social obligations.

Elms College Core Values

Elms College Community affirms our Catholic identity and our relationship with the Sisters of St. Joseph. We, as trustees, faculty, staff and students, aspire to live and work as an academic community according to these core values:

Faith

Elms College, empowered by love and faith, welcomes all, while seeking to promote the traditions of our founders, the Sisters of St. Joseph, through programs that challenge all members of the college community, spiritually, ethically and intellectually.

Community

Elms College commits to compassion and relationship building, in an atmosphere of mutual respect and trust, creating a sense of belonging for the entire campus community. This encourages us to respond to the needs of others, in a spirit of hospitality, within and beyond the college.

Justice

Elms College aspires to the highest standards of social responsibility as an institution and is committed to instilling values of equal opportunity and justice in our college community. Individually and collectively, we are dedicated to pursuing the common good and to improving the lives of all people.

Excellence

Elms College fosters excellence in our students and in our community by educating the whole individual, intellectually, spiritually, emotionally and physically. We challenge each other to realize our full potential to impact the world though our knowledge and enhanced skills.

Elms College President's Cabinet

Harry Dumay, Ph.D.	*President*
Joyce Hampton, Ed.D.	*Vice President of Academic Affairs*
Andrew Coston, Ph.D.	*Vice President of Student Affairs*
Brett Carroll, C.P.A., MSM	*Vice President of Finance & Administration*
Bernadette Nowakowski, MALA	*Vice President of Institutional Advancement*
Molly Miner, Ed.D.	*Vice President of Enrollment and Marketing*
Tyra Good, Ed.D. S	*Special Assistant to the President for Strategic Equity*
Sister Carol Allan, M.A.	*Special Assistant to the President for Mission & Charism*; *Cabinet Liaison to the DEIJ Committee of the Board*
Father Mark Stelzer,S.Th.D.	*College Chaplain and Special Assistant to the President for Catholic Identity*

General Information about Elms College

The College of Our Lady of the Elms is a private, Catholic institution founded in 1928. Also known as Elms College, we are a regional institution with most of our students coming from the Northeast. Elms College historically educated women and opened its programs to men in 1998. The College combines a liberal arts tradition with a parallel commitment to professional preparation. In the tradition of the Sisters of Saint Joseph, Elms College is dedicated to serving a diverse group of women and men, especially those least likely to afford and access a strong, Catholic education.

Location

The college's main campus is located in Chicopee, Massachusetts, about two miles north of downtown Springfield in the historic Pioneer Valley. The nearby junction of Routes 90 (Mass Pike) and I-91 provides easy access from all directions. Boston is about 90 minutes away; New York City can be reached in three hours; and Bradley International Airport is only a half hour away. The region offers facilities for winter and summer sports, as well as cultural and social activities.

Our proximity to Springfield, Northampton, and Amherst makes a wide array of off- campus activities available. The MassMutual Center in Springfield is the site of many major concerts, sporting events, and entertainment activities. Other nearby attractions include the Quadrangle Museums, Symphony Hall, Six Flags New England, and other recreation and cultural sites.

The college's address is 291 Springfield Street, Chicopee, MA 01013. The college's main telephone number is 413-594-2761.

Accreditation

The College of Our Lady of the Elms is accredited by the New England Commission of Higher Education (NECHE).

Accreditation of an institution of higher education by NECHE indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by NECHE is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by NECHE should be directed to the administrative staff of Elms College. Individuals may also contact:

New England Commission of Higher Education 301 Edgewater Place, Suite 210
Wakefield, MA 01880
(781) 425-7785
Email: info@neche.org

In addition to accreditation by the New England Commission of Higher Education, we have program-specific accreditation from the Massachusetts Department of Elementary and Secondary Education (education), the Commission on Collegiate Nurse Education (nursing), the Council for Social Work Education (social work) and the International Accreditation Council for Business Education (business).

Interstate Certification Licensure

The National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Compact is a teacher licensure reciprocity agreement among the District of Columbia, Overseas Dependent Schools, and most states. The following Massachusetts Department of Elementary and Secondary Education---approved teacher education programs at the undergraduate level prepare candidates for initial teacher licensure and Interstate Certification Compact in the following fields: early childhood, elementary, ESL, moderate disabilities, secondary English, secondary history, secondary biology, and secondary mathematics.

Colleges and Universities of Greater Springfield

The Colleges and Universities of Greater Springfield (CUGS) is a group of eight private and public colleges that, through the sharing of programs, talents, and facilities, brings to Elms College students the educational resources of a university while retaining the initiative and vitality of an independent college.

Founded in 1971 as an informal association of the eight college presidents, CUGS offers students and faculty members enriched educational experiences through shared library privileges, cultural events, and social activities; jointly sponsored courses; interdepartmental planning; and opportunities for faculty exchange.

Probably the most important field of cooperative endeavor is the direct academic exchange. Full-time Elms College students may enroll in undergraduate courses offered by member colleges on a seats-available basis, as can part-time students taking at least six credits at Elms College during the fall or spring semester. This exchange does not apply to summer sessions, evening classes, and continuing education classes. Credits earned through course-registration are part of the normal full-time course load. Application is made through the Registrar's Office.

The CUGS institutions, with their web addresses, are:

- American International College (www.aic.edu)
- Bay Path College (www.baypath.edu)
- Elms College (www.elms.edu)
- Holyoke Community College (www.hcc.edu)
- Springfield College (www.spfldcol.edu)
- Springfield Technical Community College (www.stcc.edu)
- Western New England University (www.wne.edu)
- Westfield State University (www.westfield.ma.edu)

The National Council for State Authorization Reciprocity Agreements (NC-SARA)

The National Council for State Authorization Reciprocity Agreements (NC-SARA) is a private nonprofit organization [501(c)(3)] that helps expand students' access to educational opportunities and ensure more efficient, consistent, and effective regulation of distance education programs.

Recognizing the growing demand for distance education opportunities, higher education stakeholders – including state regulators and education leaders, accreditors, the U.S. Department of Education, and institutions – joined together in 2013 to establish the State Authorization Reciprocity Agreements (SARA), which streamline regulations around distance education programs.

Provisions of the SARA Policy Manual, including those for consumer protection and the resolution of complaints, apply to interstate distance education offered by participating SARA institutions to students in other SARA states. As a critical element of transparency and student consumer protections afforded through SARA policy, NC-SARA collects and shares data on SARA student complaints from SARA-member states on a quarterly basis.

Only those complaints resulting from distance education courses, activities, and operations provided by SARA-participating institutions to students in other SARA states come under the scope of SARA. Complaints about a SARA institution's in-state operations are to be resolved under the state's normal provisions, not those of SARA.

SARA consumer protection provisions require institutions' home states, through their SARA State Portal Entities, to investigate and resolve allegations of dishonest or fraudulent activity by the state's SARA-participating institutions, including the provision of false or misleading information. The State Portal Entity is responsible for conducting the investigation and resolution of complaints that are not resolved at the institutional level.

The Massachusetts Department of Higher Education, in its capacity as the SARA portal entity for Massachusetts, reviews and evaluates student complaints regarding distance learning programs offered by Massachusetts-based institutions that are members of SARA in accordance with 610 CMR 12.07. Complaints that should be filed as a SARA Complaint are those that pertain to distance (online) education provided by Massachusetts-based SARA institutions to students residing in other states pursuant to SARA only. Complaints about a SARA institution's operations or activities in Massachusetts can be filed here and will be resolved pursuant to 610 CMR 2.00 or otherwise in accordance with the institution's policies.

The SARA complaint process is as follows:

- Students must first attempt to resolve their complaint using internal administrative procedures offered by the SARA institution.
- After all administrative remedies have been exhausted with the MA-SARA institution, the student may submit a SARA Complaint via the URL below.
- The Department shall send a copy of the complaint to the institution that is the subject of the complaint;
- Within 30 days of the date that the Department sends a copy of the complaint to the institution, the institution must provide a written response to the student and the Department.
- More information about the BHE's complaint process can be found here.

Within 30 days of the date the Department received the institution's response, or if the Department receives no response, the Commissioner or his or her designee shall issue a notice to the institution containing the Commissioner's findings regarding the complaint; any corrective actions that the institution shall take; and that, should the institution fail to take those corrective actions, the complaint shall be referred to the Office of the Attorney General for review and, if the Office of the Attorney General deems it appropriate, enforcement action.

Information Technology

Computing Resources on Campus
Elms College provides the latest technology for students, including over 120 computers in three computer classrooms, two computer lounges, and multiple small computer labs across campus. All public computers have Internet access, Windows 7 or 10, Microsoft Office Suite and Adobe Creative Cloud software.

The computer classrooms and labs are open seven days per week throughout the semester. An Elms College ID is required to use the computing facilities, and computer login and printing is restricted to individuals with a valid Elms network account.

All computers are intended for academic work. Students will be required to follow a code of ethics for computing and must abide by the Acceptable Use Policy. Please respect fellow users and remember to keep the classrooms clean. Food or drinks are never allowed in computer classrooms or labs. These procedures have been developed to facilitate fair use of the facilities for everyone. IT staff and work study students are available during Help Desk operating hours to provide technical support.

Computer Classrooms are used for formal teaching, supporting curricula, and individual learning assignments. Two computer classrooms are located on the lower level of the Alumnae Library. Room schedules will be posted outside of each computer classroom.

Computer Lounges are located in the Mary Dooley College Center and Berchmans Hall. Lounges are intended for general purpose use and are available on a first-come, first serve basis.

Wireless Network Access
Wireless connectivity is available for Wi-Fi capable personal devices throughout the Elms College campus. There is wireless coverage in each of the dorms and in all buildings and classrooms on campus. In addition, the wireless network can be accessed outdoors in the Quad and in public spaces such as the Maguire gym, pool area and athletic fields.

Backup Storage
Public computers are configured to “refresh” every night. Files should be stored on external media, such as a USB removable flash drive, or in your Google Drive.

Academic Calendar

For the most up-to-date academic calendar, visit the Elms College web site at: https://www.elms.edu/academics/academic-resources/calendar/

ACADEMIC CALENDAR 2025-2026

Fall 2025 Semester

September 1, Monday	Labor Day *(Holiday/College Closed)*
September 3, Wednesday	First Day of Classes (15 week)
September 10, Wednesday	Last day to add or drop a course
September 24, Wednesday	Opening Convocation Ceremony
October 13, Monday	October Break *(College Closed)*
October 14, Tuesday	Faculty Professional Day *(No morning classes*)*
October 17, Friday	Midterm grades due (15-week semester)
October 27 – 30, Monday - Thur	Spring semester online registration
November 11, Tuesday	Veteran's Day Observed *(College Closed)*
November 25, Tuesday	Last day to withdraw from a course
November 26 – 30, Wednesday – Sun	Thanksgiving Recess (*Classes resume Dec 1*)
December 8 – 12, Monday - Friday	Finals Week
December 19, Friday	Fall grades due at noon (15-week semester)

**Classes/labs that meet in the morning are cancelled. Classes/labs that meet after 1pm will be held.*

Spring 2026 Semester

January 19, Monday	Martin Luther King's Birthday *(Holiday/College Closed)*
January 21, Wednesday	First Day of Classes (15-week)
January 28, Wednesday	Last day to add or drop a course
February 16, Monday	President's Day *(Holiday/College Closed)*
March 6, Friday	Midterm grades due
March 9 – 13, Monday – Friday	Spring Recess – No Classes
March 30 – April 2, Monday - Thursday	Fall semester online registration for all students
April 3 – 6, Friday – Monday	Easter Recess *(Holiday/College Closed)*
April 17, Friday	Last day to withdraw from a course
May 4 – 8, Monday - Friday	Finals Week
May 11, Monday	Seniors' Final Grades due by noon
May 16, Saturday	Commencement
May 18, Monday	All Final grades to be submitted by noon

Summer 2026 Semester

May 18 – August 28	Summer 15-week semester
May 11 – July 3	Summer Session 1 (8 weeks)
July 6 – August 29	Summer Session 2 (8 weeks)

ACADEMIC CALENDAR 2026-2027

Fall 2026 Semester

September 2, Wednesday	First Day of Classes (15 week)
September 7, Monday	Labor Day *(Holiday/College Closed)*
September 9, Wednesday	Last day to add or drop a course
September 23, Wednesday	Opening Convocation Ceremony
October 12, Monday	October Break *(Holiday/College Closed)*
October 13, Tuesday	Faculty Professional Day *(No morning classes*)*
October 16, Friday	Midterm grades due (15-week semester)
October 26 – 29, Monday - Thursday	Spring semester online registration for all students
November 11, Wednesday	Veteran's Day Observed *(Holiday/College Closed)*
November 20, Friday	Last day to withdraw from a course
November 25 – 29, Wednesday – Sunday	Thanksgiving Recess (*Classes resume on December 30*)
December 7 – 11, Monday - Friday	Finals Week
December 15, Tuesday	Fall grades due at noon (15-week semester)

**Classes/labs that meet in the morning are cancelled. Classes/labs that meet after 1pm will be held.*

Spring 2027 Semester

January 18, Monday	Martin Luther King's Birthday*(Holiday/College Closed)*
January 20, Wednesday	First Day of Classes (15-week)
January 27, Wednesday	Last day to add or drop a course
February 15, Monday	President's Day *(Holiday/College Closed)*
March 5, Friday	Midterm grades due
March 8 – 12, Monday – Friday	Spring Recess – No Classes
March 26 – 29, Friday - Monday	Easter Recess *(Holiday/College Closed)*
April 5 – 8, Monday – Thursday	Fall semester online registration for all students
April 16, Friday	Last day to withdraw from a course
May 3 – 7, Monday – Friday	Finals Week
May 10, Monday	Seniors' Final Grades due by noon
May 15, Saturday	Commencement
May 17, Monday	All Final grades to be submitted by noon for traditional 15 week semester

Summer 2027 Semester

May 17 – August 27	Summer Semester 2027 (15-week semester)
May 10 – July 3	Summer Session 1 (8-week term)
July 5 – August 28	Summer Session 2 (8-week term)

Programs of Study, by Division (As of Fall 2025)

Please see the Elms website for the most up-to-date information on academic programs, at https://www.elms.edu/academics/.

Division	Degree/Certificate	Major/Concentration
Business	Pre-Bachelor Certificate	Bookkeeping
	Bachelor of Arts	Accounting
	Bachelor of Arts	Entrepreneurship
	Bachelor of Arts	Finance
	Bachelor of Arts	Graphic Design
	Bachelor of Arts	Healthcare Management
	Bachelor of Arts	Management/Marketing
	Bachelor of Arts	Management
	Bachelor of Arts	Marketing
	Bachelor of Arts	Social Media
	Bachelor of Arts	Sport Management
	Graduate Certificate	Financial Planning
	Master of Business Administration	Accounting
	Master of Business Administration	Financial Planning
	Master of Business Administration	Healthcare Leadership
	Master of Business Administration	Management
	Master of Science	Accounting & Financial Planning
Education	Bachelor of Arts	Early Care and Education
	Bachelor of Arts	Early Childhood Education
	Bachelor of Arts	Education Moderate Disabilities
	Bachelor of Arts	Education Studies
	Bachelor of Arts	Elementary Education
	Bachelor of Arts	Education Special Needs
	Bachelor of Arts	Secondary Education
	Graduate Certificate	Early Childhood Language Development
	Certificate of Advanced Graduate Study	Education
	Master of Arts in Teaching	Teaching
	Master of Education	Education
	Master of Education	Educational Leadership
Humanities & Fine Arts	Bachelor of Arts	English
	Bachelor of Arts	English - Writing
	Bachelor of Arts	English as a Second Language
	Bachelor of Arts	Humanities and Fine Arts
	Bachelor of Arts	History
	Bachelor of Arts	Liberal Arts

Division	Degree/Certificate	Major/Concentration
Humanities & Fine Arts *(Continued)*	Bachelor of Arts	Professional Studies
	Bachelor of Arts	Religious Studies
	Graduate Certificate	Bioethics & Medical Humanities
	Master of Arts	Bioethics & Medical Humanities
	Master of Arts in Applied Theology	Applied Theology
	Non Degree	Graduate Level
	Non Degree	Undergraduate Level
Natural Sciences	Post-Baccalaureate Certificate	PostBacc PreMed Studies
	Bachelor of Arts	Life Sciences
	Bachelor of Science	Biology
	Bachelor of Science	Chemistry
	Bachelor of Science	Computer Information Technology & Security
	Bachelor of Science	Computer Science
	Bachelor of Science	Mathematical Science
	Bachelor of Science	Biotechnology
	Bachelor of Science	Data Science & Artificial Intelligence
	Master of Science	Biomedical Science
	Master of Science	Biotechnology
	Master of Science	Data Analytics and Artificial Intelligence
Nursing	Pre-Bachelor Certificate	Nursing Education Haiti Partnership
	Bachelor of Science in Nursing	Accelerated Nursing
	Bachelor of Science in Nursing	Nursing
	Bachelor of Science in Nursing	LPN to BSN
	Bachelor of Science in Nursing	RN to BSN
	Post Master's Certificate	Adult Gerontology Acute Care
	Post Master's Certificate	Family Nurse Practitioner
	Graduate Certificate	Global Health
	Graduate Certificate	Nursing Education
	Graduate Certificate	Nursing & Health Services Management
	Graduate Certificate	School Nurse
	Master of Science in Nursing	Nursing Education
	Master of Science in Nursing	Dual Degree MBA/MSN Nursing
	Master of Science in Nursing	Nursing and Health Services Management
	Master of Science in Nursing	School Nursing
	Doctor of Nursing Practice	Adult Gerontology Acute Care (from BSN level)
	Doctor of Nursing Practice	Adult Gerontology Acute Care (from MSN level)
	Doctor of Nursing Practice	Family Nurse Practitioner (from BSN level)
	Doctor of Nursing Practice	Family Nurse Practitioner (from MSN level)
	Doctor of Nursing Practice	Health Systems Innovation & Leadership (from MSN)

Division	Degree/Certificate	Major/Concentration
Social Sciences	Pre-Bachelor Certificate	Speech Language Pathology Assistant
	Post-Baccalaureate Certificate	PostBacc Pre-Speech Pathology
	Associate of Arts	Speech Language Pathology Assistant
	Bachelor of Arts	Criminal Justice
	Bachelor of Arts	Communication Sci & Disorders
	Bachelor of Arts	Psychology
	Bachelor of Arts	Speech Language Pathology Assistant - 2nd Bachelor's
	Bachelor of Arts	Speech Language Pathology Assistant
	Bachelor of Arts	Sociology
	Bachelor of Science	Social Work
	Post-Master's Certificate	Applied Behavior Analysis
	Master of Science	Applied Behavior Analysis
	Master of Social Work	Social Work

Faculty Contact for Academic Programs

Contact information available at https://www.elms.edu/directory/.

Benjamin Sullivan, Associate Professor of Accounting & Finance

Director of Graduate Business Programs

Tom Cerasulo, Professor of English, Chair, Division of Humanities and Fine Arts

Fine Art

English

Music

Nina Theis, Associate Professor of Biology

Biology

Melanie Joy-Cooper, Associate Professor Chemistry

Chemistry

Beryl Hoffman, Associate Professor of Computer Science

Computer Science

Computer Information Technology & Security

Kurt Ward, Associate Professor of Criminal Justice
Criminal Justice

Goose Gosselin, Professor of Graphic Design
Graphic Design
Social Media Marketing

Andrea Hickson-Martin, Assistant Professor of Education, Chair
Education
Early Childhood Education Elementary Education English as a Second Language Secondary Education
Teacher of Students with Moderate Disabilities

David Kimball, Professor of Business Management
Health Care Management
Business
Management
Marketing
Sport Management

Laura McNeil, Associate Professor of History
History

Kevin Berry, Associate Professor of Mathematics
Mathematics

Damien Murray, Dean, School of Arts, Sciences and Professional Programs
Professional Studies
History

Danielle Maurice
Psychology
Sociology

Autumn Mathias
Master of Social Work

Michael McGravey
Religious Studies

Julie Beck, Dean, School of Nursing
Nursing

Maureen Holland, Associate Professor of Social Work
Social Work

Other Minor, Concentration, and Certificate Programs
Joyce Hampton
Asian Studies

Beryl Hoffman
Cybersecurity

Cheryl Condon
Coaching

Laura McNeil/Damien Murray
Irish Studies

Jason Burke Murphy
Philosophy

Daniel Chelotti
Blue House Writing Center

Student Services

Student Affairs Division

The services provided by the Student Affairs staff are important components of the Elms College student experience. The work of this team is based on the belief that learning occurs through all facets of the college experience. As stated in the student affairs mission statement:

"The services, programs and practices of the Division of Student Affairs promote student learning, growth, and life skill development in an environment that is both challenging and supportive. Affirming our role as educators at a Catholic college, we commit to fostering in our students: faith, community, leadership, self-confidence, compassion, justice and excellence."

The following departments/functions are housed in the student affairs arena, and are supervised by the Dean of Students:

- Athletics & Intramural Sports
- Campus Ministry
- Career Center
- Counseling Center
- Food Services-Aramark
- Health Center
- Judicial Affairs
- Residential Life & New Student Programs
- Student Accommodations and Support Services
- Student Engagement & Leadership

Athletics, Intramurals & Maguire Center

Athletics are an important aspect of the Elms College experience. Our 17 intercollegiate teams provide opportunities for student-athletes to participate, compete, excel and enhance their skills and knowledge. As a member of the Greater New England Conference (GNAC), and a NCAA Division III institution, we embrace the Division III philosophy, placing our highest priority on the overall quality of each student-athlete's educational experience, and on the successful completion of all students' academic programs. We seek to establish and maintain an environment in which a student's athletic experience is an integral part of his or her total educational experience, and in which coaches play a significant role as educators. We also seek to establish and maintain an environment that values cultural diversity, gender equity and inclusion.

The Maguire Center for Health, Fitness, and Athletics, named in honor of Bishop Emeritus Joseph F. Maguire, is a multi-purpose facility for athletics, recreation and academics. The center provides an aerobic and weights training area; a six-lane 25-meter pool; basketball and volleyball court areas; a suspended

indoor track; offices; classrooms; health sciences laboratory; conference rooms; and locker rooms and showers. All full-time students, faculty, staff, and administrators receive complimentary memberships. Alumni, continuing education students, adjunct faculty, and part-time students may join at a reduced rate. Membership includes full use of the facility plus, water aerobics classes, weight training and Cybex instruction.

Varsity Sports:

- *Baseball*
- *Lacrosse (men and women's)*
- *Basketball (men and women's)*
- *Soccer (men and women's)*
- *Cross Country (men and women's)*
- *Track (men and women's)*
- *Softball*
- *Field Hockey*
- *Swimming (men and women's)*
- *Golf*
- *Volleyball (men and women's)*

Intramural Sports & Activities

The intramural program offers various opportunities to full-time students, faculty, staff, and administrators. The intramural program provides students an opportunity to have fun, recreate, meet new people, and take a break from the everyday stressors of college life. Team sports, leisure activities, day tournaments, and off-campus events are some of the activities that may be offered. Most events generally take on a league structure and will offer a postseason tournament to determine intramural champions. Competition usually consist of teams of women, men, co-ed, faculty, and staff. Examples of intramural offerings include:

- 3 on 3 Basketball
- 5 on 5 Basketball
- Ultimate Frisbee
- Indoor Soccer
- Floor Hockey
- Volleyball
- Dodgeball
- Flag Football
- Softball
- Games Room activities (foosball, billiards, ping pong)
- Zumba
- Team Handball
- Badminton
- Kickball
- Minute to Win It
- Volleyball
- Home Run Derby
- 3 Point Shoot-Out

Club programs through Student Engagement & Leadership

- Dance Team
- Cheerleading

Student-Athlete Advisory Committee (SAAC)

The purpose of SAAC is to act as a student 'voice' for all Elms College student-athletes and is responsible for bringing issues to administration in which a team or athletes may have concerns. The mission of SAAC is to enhance the total student athlete experience by promoting leadership opportunities, protecting student-athlete well-being and fostering a positive student-athlete image to the Elms College campus and community. SAAC is responsible for disseminating information from the NCAA and the NECC to all student- athletes, and to solicit student-athlete responses to proposed legislation. SAAC upholds the core values of Elms College: faith justice, community and excellence through ongoing community service and fund-raising projects on and off-campus.

SAAC is comprised of one, full-time, undergraduate student-athlete from each intercollegiate team as well as one 'alternate'. SAAC team representatives may be selected by their Head Coach, teammates or volunteer for this position and have voting privileges for their team. Each team also selects an 'alternate' team representative, who must be a freshman or sophomore, to represent their team at SAAC functions when the voting representative cannot be in attendance. SAAC representatives maintain their status for one academic year. The SAAC Executive Board is voted upon by all team representatives at the last SAAC meeting of the academic year.
Candidates must win by a majority vote of two-thirds of the SAAC representatives in attendance at this meeting. The SAAC Executive Board consists of President, Vice President, Secretary and Treasurer. SAAC is overseen and mentored by two Advisors from the Elms College Athletic staff designated by the Director of Athletics. Each Executive Board member holds their office for one academic year.

Campus Ministry

The Office of Campus Ministry is grounded in Catholic tradition with an ecumenical perspective. The office exists to deepen the spiritual life of the community as well as promote a compassionate and critical response to the social challenges of our world. The mission is derived from the Consensus Statement of the Sisters of Saint Joseph, which challenges us to "achieve unity both of neighbor with neighbor, and neighbor with God, without distinction."

Campus Ministry is located on the first floor of the Mary Dooley College Center and the staff is available throughout the year. Involvement is encouraged in experiences designed to enhance one's spiritual life, while inviting personal exploration in expanding students' horizons.

Campus ministry staff visit off-campus locations to speck about retreats and service trips for which off-campus and online students are eligible.

The Office of Campus Ministry offers a variety of programs that center on a deep concern for all and seeks to build community through:

- Sacramental and liturgical celebrations
- Retreats
- Programs for spiritual growth and reflection
- Ecumenical gatherings
- Lent and Advent daily prayers
- Fontbonne Scholar Program
- Study of and response to social justice issues
- Service and reflection through local, domestic, and international mission experiences
- Dorothy Day Program
- Campus Ministry Club
- Agape Latte
- Soup and Substance
- Elms Choir

Office of Career Services

The Office of Career Services offers strategic career events, programs, workshops and career coaching for students and alumni in pursuit of their career and educational goals. Students who either attend or are alumni of Elms College are invited to access Career Services for individual career planning sessions, resume development, and practice mock interviews to refresh job interviewing skills and being connected with regional and national employers. For students interested in exploring various majors or switching a major, Career Services utilizes an online assessment tool to assist you in identifying your personal strengths, interests, skills and personality profile.

Career Services hosts an annual Career Fair in the fall with over 45 employers related to Elms majors. Please follow Career Services on Facebook at www.facebook.com/ElmsCareers for event updates and like the page. The office also publishes a Job and Career e-blast featuring jobs and internships from employers. The online e-blast is located on the Career Services web page.

The Office of Career Services is located in the Center for Student Success, which is located in the Elms Alumnae Library on the 2nd floor. Office hours are, Monday thru Friday, 8:30 a.m. to 4:30 p.m. You may schedule an appointment by e-mailing careers@elms.edu or calling 413-265-2272. Appointments also may be made with the Mary Dooley front desk associate in the College Center as well.

Career Services staff visit off-campus sites to discuss programs and services. All off-campus and online students are eligible for serve and support from the Office of Career Services.

Seniors, before you depart from Elms, the Office of Career Services ask you to complete a brief Career Outcome Survey. During the graduating year, students will receive a link to the Outcomes Survey in their Elms email account. This is an important recap of your Career Outcomes and will help the College with institutional research and career planning.

Counseling Services

The Counseling Center provides confidential counseling and psychotherapy to full-time on campus undergraduate Elms College students, at no charge. Our purpose is to support students, further their growth, and give them a safe place to discuss their dilemmas and concerns.
Students utilize counseling services to help them cope with issues in personal development, to manage the challenges of student life, and/or to deal with painful life events.

Some common student issues are:

- Low self-esteem
- Anxiety
- Depression
- Homesickness/Loneliness
- Conflicts with others
- Eating disorders/Body image
- Family problems
- Alcohol and substance abuse
- Crisis/Personal trauma
- Suicidal thoughts
- Relationship problems
- Grief and loss

The Counseling Center is located at 15 Gaylord St. It is open 35 hours per week during the academic year, from 8:30 a.m. to 4:30 p.m., Monday through Friday. It is staffed by a licensed clinician. Appointments may be made in person, by calling the Counseling Center at 413-265-2275, or by calling the Health Center at 413-265- 2288.

Student Accommodations & Support Services (SASS)

Formerly Office of Disability Services
Our mission is to provide services that support equal access to education for qualified students with diagnosed disabilities. In accordance with state and federal laws. The office of Student Accommodations & Support Services (SASS) will, in partnership with students, families, faculty, staff, and administration, provide reasonable accommodations designed to ensure no qualified student with a disability is denied equal access to, participation in, or benefit of the programs and activities of Elms College. It is also our goal to maximize student success, self- advocacy, and independence in an accessible academic environment.

The office is located in the Alumnae Library (2nd fl), Center for Student Success. Individuals seeking disability related accommodations may contact the office by email at sass@elms.edu or via phone at 413-265- 2333. The fax number is 413-594-3951. For additional information please review the SASS Handbook or speak with the Program Director.

Additional SASS Related Information:

Academic or Campus Accommodations: Registered students with disabilities who need academic accommodations or disability-related support services are asked to make their needs known and to file timely request forms each semester with the Student Accommodations and Support Services Office.

- *Assistive Technology and Supports*: Students with disabilities or who have questions about assistive technology and support services should contact the office directly for more information.
- *Residential Life*: Housing accommodations may be made for students with documented disabilities to the extent feasible. Students' preferences for specific residence halls will be considered, but may not always be met when the unique character and age of particular residence halls limit access. Students needing housing accommodations must apply through the typical housing process and submit their request for accommodation to the Student Accommodation and Support Services Office with supporting medical documentation by the appropriate deadlines. Failure to submit complete information by the deadlines may delay or prevent the college from meeting the request.

Additional information may be found at the Elms College Student Accommodations & Support Services webpage.

Health Center

The Elms College Health Center, located at 15 Gaylord Street, exists to assist students with health promotion activities and practices that contribute to lifelong wellness. The Health and Counseling Centers work together to provide a holistic approach to health.

The Health Center is staffed by two registered nurses who are supervised by an off-site physician. A nurse practitioner is available by appointment. Referrals to other health care providers, laboratories, and radiology facilities are arranged as needed.

The Health Center is open 35 hours per week during the academic year. Hours of operation are posted at the Health Center and available on the office voice mail message at extension 2288 or our direct line, 413-265-2288. All students, to include off-campus and online students, may contact the Health Center by phone or email.

All full-time on campus students are entitled to use the Health Center. Part-time, off- campus cohorts, online, and Post Bac students may utilize the Health Center for emergencies. There is no fee for services provided at the Health Center.

Elms College policy requires the following students submit medical documentation to the Health Center in accordance with Massachusetts Department of Public Health (MDPH) and Massachusetts Immunization Law 105 CMR 220.600:

- full-time undergraduate and graduate students;
- all full-time and part-time undergraduate and graduate students in a health science program;
- full or part-time students attending a postsecondary institution in Massachusetts while on a student or other visa, including a student attending or visiting classes or programs as part of an academic visitation or exchange program.

However, we recommend all students be immunized in order to prevent outbreaks.

Elms College policy and Massachusetts Department of Public Health dictates that the above- mentioned students are required to submit the following documentation to satisfy immunization requirements for college (postsecondary institutions):

1. Tdap (Tetanus, Diphtheria, Pertussis): 1 dose within 10 years. A TD (Tetanus, Diphtheria may be accepted if it has been greater than or equal to 10 years since the last Tdap AND record of prior Tdap is submitted as well.
2. Hepatitis B: Series of 3 doses and/or laboratory evidence of positive immunity.
3. MMR (Measles, Mumps, Rubella): Series of 2 doses at least 28 days apart and/or laboratory evidence of positive immunity to ALL 3 diseases (must have specified immunity for Measles, Mumps, and Rubella). Birth in the U.S. before 1957 is acceptable only for non-health science students.
4. Varicella: Series of 2 doses at least 28 days apart and/or laboratory evidence of positive immunity. Physician verified history of chickenpox is acceptable only for non- health science students. Birth in the U.S. before 1980 is acceptable only for non-health science students.
5. Meningococcal (MenACWY, formerly MCV4): 1 dose within 5 years or a signed MDPH Meningococcal Information and Waiver Form provided by Elms College. *Any medical and/or religious exemptions must be dated statements and they must be renewed annually at the start of the school year.

Additional documentation required includes:

1. Completed Report of Medical History form
2. Completed physical examination within 1 year

*Nursing students and athletes require additional documentation. *Contact the Health Center, Nursing Department, or Athletic Department for additional information.*

Massachusetts Immunization Law 105 CMR 220.600 states that required immunizations are to be obtained prior to enrollment or registration whenever possible. However, students may be enrolled or registered at Elms College provided that the required immunizations are obtained by the Health Center within 30 days from the start of the student's first semester of their program.

Failure to comply with Massachusetts state immunization law will result in prohibition from class attendance and/or course registration; prohibition of receiving grades and/or transcripts; prohibition of residing in Elms College approved housing.

Massachusetts state law also requires all students carrying nine credits or more to provide the college with proof of health insurance. Students who fail to provide timely proof of insurance as required will be automatically enrolled in the college student health plan, and the cost of the plan will be added to their college bill.

Health Hold Policy

A student's account will be placed on Health Hold for the following:

1. Failure to comply with Massachusetts Immunization Laws and Elms College policies will result in being placed on a Health Hold.
   Sequence of events:
   a. The student will be notified of outstanding documentation prior to the start of the semester. **Notification #1*
   b. Students must make arrangements to satisfy medical requirements with the Health Center 1) prior to moving into a dormitory or comparable congregate living arrangement licensed or approved by Elms College 2) prior to attending classes. **Notification #2*
   c. The student will be notified when a Health Hold is placed on their account. A Health Hold on a student's account prohibits the student from registering and/or attending classes; receiving grades or transcripts; living in Elms College approved housing.
   **Notification #3*
   d. Two weeks after the start of the semester the student will be reminded of the Health Hold on their account and the remaining documentation needed to satisfy medical requirements. **Notification #4*
   e. 30 days from the start of the semester the student will be reminded of the Health Hold on their account and the remaining documentation needed to satisfy medical requirements. The Dean of Students and the Vice President of Academic Affairs will be notified prior to punitive action being taken. **Notification #5*
2. Failure to comply with Elms College requirements that satisfy the Title XI Law for complying with Drug Free Schools and Campus regulations.

Lactation Room Policy and Procedures

Elms College provides a supportive environment for nursing mothers by offering special work policies and lactation resources.

Under federal and Massachusetts law, employers are required to provide "reasonable break time for an employee to express breast milk for her nursing child for 1 year after the child's birth each time such employee has need to express the milk." Employers are also
required to provide "a place, other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public, which may be used by an employee to express breast milk."
Consistent with these requirements, Elms College has established a space on campus for students, faculty, and staff nursing mothers. Similar space has been established at all off campus locations. The examination rooms in the Health Center, located on the second floor of the Maguire Center, are accessible for pumping breast milk. The exam rooms provide a clean, private and quiet space for this purpose. Individuals using the room will need to provide their own means of refrigeration of breast milk.

The Health Center is open Monday through Friday 8:30 am to 4:30 pm but is available after hours as well. Procedure for use is outlined below:

Individuals seeking use of the exam room for pumping breast milk should call the Health Center at 413-265-2288 to arrange. If the times needed are after hours, the Health Center Director will notify Public Safety, who will arrange to unlock the office at the time needed and ensure the office is locked after use of the room.

Students in our off-campus sites should contact the program coordinator. Use of a lactation room will then be coordinated with the site.

Elms College Voluntary and Involuntary Medical Leave of Absence Policy

Voluntary Medical Leave of Absence

At Elms College we define a voluntary medical leave of absence as a temporary interruption in a student's studies at Elms College due to a medical, physical or psychological condition that significantly impairs the student's ability to function successfully or safely in his or her role as a student. A student is encouraged to request a Voluntary Medical Leave of Absence in the event that he or she believes that medical, physical, and or psychological distresses are anticipated to last more than fifteen(15) calendar days and are significantly impacting his or her ability to succeed at Elms College.

To be granted a Voluntary Medical Leave of Absence the student must be in good academic standing (please see the academic catalog for the definition of good academic standing). It is the student's responsibility to know their current academic status in a course. The College requests that the student meet with the Director of Health Services, the Director of Counseling Services, or the Director of Student

Accommodations & Support Services to discuss the issues impacting them and their options to remain in good academic standing at the College. Students are also required to complete a Voluntary Medical Leave of Absence Form (available at the Registrar's Office), and provide supporting documentation from a licensed medical and/or mental health provider. The medical or mental health provider may not be a family member unless prior permission is obtained from the College. Documentation must be on agency or provider letterhead and signed and dated by the provider. The completed documents should be submitted to the Health Center Office. The Director of the Health Center will review the request and make a decision. In some cases the Director of the Health Center will consult, as appropriate, with the Director of Counseling Services, the Director of Student Accommodations and Support Services, and/or the Dean of Students.

Voluntary medical leaves are granted on a case-by-case basis. Students should expect to be notified of the College's decision in writing within 3 business days of submitting a request with the required supporting documentation. The College will notify students if additional information is needed and if the review process will be delayed.

The leave may last a maximum of one hundred and eighty days (180). After 180 days the student is administratively withdrawn from the College. When a medical leave of absence is approved, grades of W (withdrawal) or I (incomplete) will be issued for each of student's courses depending on the individual circumstances, the timing of the request, and the discretion of the course instructor. For more information, students should refer to the Elms College Undergraduate or Graduate Course Catalog or speak with their course instructors. Residential students granted a Voluntary Medical Leave of Absence must vacate the residence hall within forty eight (48) hours of approval notification or sooner at the discretion of the Dean of Students or designee, unless they have received a written agreement of an alternate plan.

Be aware that a leave of absence may affect your financial aid status and fall under general refund policies. For more information, please contact the Financial Aid Office.

Involuntary Medical Leave of Absence/Involuntary Leave of Absence

In rare circumstances, the Dean of Students or designee, in consultation with the Director of Health Services, the Director of Counseling Services, or the Director of Student Accommodations & Support Services, and/or Director of Public Safety, may determine that a student needs to be placed on Involuntary Medical Leave/Involuntary Leave of Absence if a voluntary leave is rejected by the student. The determination will be based upon an individualized and objective assessment of the student's ability to safely participate in the College's programs and will examine whether the student presents an immediate and significant threat of substantial harm to him / herself or other members of the College community. Focusing on the student's observed or reported behavior and the most recent medical information available, the assessment will determine the nature, duration, and severity of the risk; the probability that the potentially threatening behavior will actually occur; and whether reasonable modifications of policies, practices, or procedures will sufficiently mitigate the risk.

In the event such a determination is made, the College will immediately convey that determination in writing to the student via U.S. postal mail or Elms College email. A residential student placed on involuntary medical leave must vacate the residential hall within forty eight (48) hours of notification or sooner at the discretion of the Dean of Students or designee.

The involuntary medical leave of absence/involuntary leave of absence will be in place for a minimum of one semester and may be in place for up to 180 days. When an involuntary medical or involuntary leave of absence is required, grades of W (withdrawal) or I (incomplete) may be issued for each of the student's courses depending on the individual circumstances, the timing of the leave, and the discretion of the course instructor. For more information, students should refer to the Elms College Undergraduate or Graduate Course Catalog or speak with their course instructors.

Readmission Criteria and Procedures

Elms College requires the following documentation to be reviewed for readmission consideration following a voluntary or involuntary (medical) leave:

- Documentation from the student's licensed medical or mental health provider who provided the care, which includes a statement of the student's current health status. The statement must include that the student is medically qualified to resume collegiate level studies safely and, if applicable, that the student does not pose a significant threat of substantial harm to self or others. Included in the statement should be the course of treatment undergone during the leave, and any specific recommendations made by the healthcare provider with respect to the student's successful return.
- Signed authorization for the Elms College Health Center or Counseling Center to speak with the student's healthcare providers regarding the student's condition for readmission.
- Documentation must be typewritten on agency or provider letterhead and signed and dated by the provider.
- This documentation must be submitted twenty-one (21) days prior to return. The documentation is submitted to the Director of the Health Center.
- An independent evaluation by the Elms College Health Center or Counseling Center staff may also be required.
- Completion of a readmit form which can be obtained from the Office of Admissions or for students in the School of Graduate and Professional Studies (SGPS), it would come from the SGPS Office.
- Other terms and conditions as determined in writing by Elms College to ensure a safe and successful readmission.

The Dean of Students or designee, will determine if a student may be readmitted. The Dean of Students will consult, as appropriate, with the Director of Counseling Services, the Director of Student Accommodations and Support Services, and/or the Director of Health Services.

Appeal Procedure for Involuntary Medical Leave

If a student believes that a decision for an Involuntary Medical Leave/Involuntary Leave made by the College is unreasonable, or that the procedures and / or information relied upon in making the decision were unfair, the student may appeal the decision. The appeal must be made in writing to the Dean of Students or designee.

Appeals should clearly identify the specific facts and conclusions being challenged and should present relevant supporting information. Once notified of the Involuntary Medical Leave, the student has ten (10) business days to submit his or her appeal. Extra time may be granted for good cause shown (for example, medical emergencies or the unavailability of healthcare providers). The student may not remain on campus during the appeal period. If no timely appeal is submitted, the decision about the Involuntary Medical Leave is final.

The Dean of Students or designee will respond in writing to the student's written appeal within five (5) business days. The Dean of Students or designee may request additional medical and non-medical supporting documentation as a part of the appeal process. Readmission criteria and procedures are outlined previously in this document.

Additional Information:

- If applicable, and with the student's permission, the Registrar will communicate directly with the Registrar at other CCGS colleges and universities where a student granted a leave is registered.
- As a reminder, voluntary or involuntary medical leaves/involuntary leaves may impact a student's financial aid. For information about financial aid policies please refer to the Financial Aid Office.

Student Military Leave of Absence

Elms College supports students who are members of the United States Armed Forces, National Guard, and reserve military personnel.

Military duties such as training, deployments, and emergency activations can arise unexpectedly and may require extended absences or withdrawals from an academic term. Supports such as flexible course withdrawal policies and opportunities to resume studies without penalty ensure that students are not disadvantaged financially or academically due to their military service.

To assist them, as well as protect and safeguard their status as Elms College students, and in accordance with federal law, the college has adopted a Student Military Leave of Absence Policy.

Any student who is a member of a military unit, reserve unit or the National Guard and is activated or called to active duty during a semester or term will automatically be entitled to a full refund or credit of all tuition and fees that he or she has paid toward the expenses for that specific academic term. Any student who has received any form of financial aid, including a full or partial scholarship or student loan or who expects to receive such, should contact the Financial Aid Office to make appropriate arrangements.

Students residing in residence halls shall receive refunds on a pro rata basis for the remainder of the semester.

If the notification of the call to active duty comes after the midterm date of the semester, the student will have the option of either taking a full refund, or credit of tuition and fees. The student may request an Incomplete grade in his or her courses, with the privilege of returning to complete all required coursework within two academic years without payment of any further tuition and fee charges. The student may also elect to withdraw from their courses, with GPA-neutral grades of 'W'.

In those instances where a student chooses to withdraw from a course(s), their academic record shall specifically reflect that the withdrawal is "due to active military service."

It is the responsibility of the student to present a copy of the Order to Active Duty to the Registrar's Office and to request the appropriate refund, credit or course incompletes within one week of receipt of the Order.

If a refund or credit is requested, the Registrar's Office will work with the Student Accounts Office to process the course drops and issue the refund or credit. Confirmation of course(s) withdrawal or approval for incompletes will be provided by the Registrar. Confirmation of any refunds will be provided by the Student Accounts Office.

Should a degree-seeking student called up for active duty find it necessary to interrupt active pursuit of the degree for longer than one academic term, he or she may petition the Vice President of Academic Affairs for a leave of absence for a specific period of time, generally limited to one calendar year.

Within one calendar year following the return from active duty, students must contact the Registrar's Office to make arrangements for reinstatement. If military service requires an absence of more than one year, the Vice President of Academic Affairs, upon formal petition, will consider granting a student's request to extend the leave of absence for longer than the customary period.

Students who are the spouse of a service member, and who have a dependent child, are able to withdraw from classes with a full refund of tuition and fees, if their spouse is called to active duty. The same terms and conditions outlined above apply to these students, as to the service members.

Note: This Policy applies only to currently enrolled Military personnel who are officially called to service by an Order to Active Duty.

Admission

Please see the Elms website for the most up-to-date information, at https://www.elms.edu/admissions/.

Traditional full-time undergraduate candidates apply to the institution through the Office of Admission. Elms College seeks diverse, energetic, and talented candidates who are committed to their academic development. Every application is reviewed by the assigned admission counselor, as well as the director of admission, to gauge academic strength and special talent. Our selection process is thorough and individualized. Candidates for admission into the Elms College School of Nursing are also evaluated by the School of Nursing Review Committee.

Candidates are invited to contact the Office of Admission at:

Elms College
Office of Admission
291 Springfield Street
Chicopee, MA 01013

Phone: 413-592-3189
800-255-3567
Fax: 413-594-2781
Email: admissions@elms.edu

First-Year Admission

High school candidates are strongly encouraged to pursue a rigorous college preparatory program to prepare them for successful academic achievement upon entering Elms College. Recommended courses include the following:

- Four years of English
- Three years of mathematics (four years for nursing candidates)
- Three years of lab science (four years, including chemistry, for nursing candidates)
- Two years of the same foreign language
- Three years of history and the social sciences

Candidates must submit the following items to the Office of Admission:

- Elms College application or The Common Application. There is no fee to apply.
- Official secondary school transcript or GED/HiSet scores
- Submit your optional application items, such as your essay, letters of recommendation, or test scores (SAT I or ACT).
- If you are a nursing applicant, you must submit an essay, and two letters of recommendation.

Elms College does not have an application deadline. Admission decisions are sent to applicants starting mid-November and continuing on a rolling basis thereafter. Candidates are considered for need-based financial aid by submitting the Free Application for Federal Student Aid (FAFSA) by March 1. Our school code is 002140. Candidates who submit their FAFSA after March 1 will be considered for financial aid as funding permits.

Transfer Admission

The Office of Admissions works directly with full-time undergraduate transfer applicants and the Office of Graduate and Continuing Education Admissions assists undergraduate part-time and degree-completion transfer applicants. Transfer students can apply to begin an academic program throughout the year depending on the program. Applicants may typically transfer between 75 and 90 earned credits, with a grade of C- or better, from an accredited institution. Please note that some academic programs may have additional specific requirements for accepting transfer credits. Please check with the admissions counselor or specific program for additional information.

Transfer Credit Evaluation

Accepted students will be able to transfer between 75 and 90 credits, with a grade of C- or better from an accredited institutions towards a bachelor's degree, and 30 credits towards an associate degree. Some academic programs have additional specific requirements for accepting transfer credits. For example, courses required for the nursing major must have a grade of "C+" to be accepted for transfer credit. Please check with your admissions counselor or specific program for additional information.

Elms College will evaluate transcripts for transfer credit to be accepted to meet program-specific requirements, liberal arts core requirements or as credit toward the minimum credit number required (60 credits for an Associate's degree and 120 credits for a Bachelor's degree).

Students enrolled at Elms College who wish to take courses at another accredited institution, and transfer in credits, must complete and file the required form in the Registrar's Office. Transfer credits earned at another college or university will not be computed in the student's GPA, but may be applicable to degree requirements at Elms College. However, credits earned under the Cooperating Colleges of Greater Springfield (CCGS) program are computed in the student's GPA.

Prior Learning Assessment (PLA)

The Prior Learning Assessment (PLA) at Elms College helps adult learners earn college credits for life and/or work experience.

PLA requirements:

- Adult learners who are 23 years of age or older
- Matriculated undergraduate students with a minimum of 6 Elms credits
- Grade of C or better in English Composition I

What are PLA options at Elms College?

- Credit by examination: DSST/DANTES, CLEP, AP
- Evaluation of transcript credit institutionally or by the American Council on Education (ACE) for professional, licensure, and training certificates
- Evaluation of CCAF or joint services military transcripts
- Portfolio Assessment (PLA) – document the college-level learning gained through work and other experience

Where to begin…

- Complete PLA099 Introduction to PLA.
- Register for PLA100 Prior Learning Assessment Seminar.
- Create and submit the portfolio(s) for evaluation.

Massachusetts Joint Admissions Agreement

Although a private college, Elms College honors the provisions of the joint admission agreement between community colleges and four-year public institutions. Applicants who have completed a designated associate's degree program from an accredited two year college with a cumulative grade point average of 2.5 will be granted admission, and may satisfy the Elms College core curriculum requirements by completing senior seminar and a three-credit course in religious studies. Students are guaranteed junior status and the transfer of at least 60 credits, including "D" grades, which are counted as general electives where majors have minimum grade requirements. Elms College majors excluded from guaranteed admission under joint admission are nursing, education, and communication sciences and disorders.

Candidates for full-time transfer admission must submit the following items to the Office of Admission:

- Elms College application or The Common Application (There is no fee to apply)
- Official transcripts from each college/university attended
- Submit proof of high school completion (official transcript or a copy/photo of your diploma or GED).
- If you're applying with less than 24 college credits, you must submit an official high school transcript or GED scores.
- If you are a nursing applicant, you must submit an essay and two letters of recommendation.

Accelerated Second Degree in Nursing Program

The Elms College Accelerated Second Degree in Nursing Program is a highly selective program for transfer candidates. To learn more about the requirements for admission to this program, contact the Office of Admissions.

Please note, students are not eligible for admission to the Elms College Accelerated Second Degree in Nursing Program if they have been dismissed for academic or clinical reasons, or withdrawn pending such dismissal, from another nursing program.

Articulation Agreements

Elms College has articulation agreements with the following community colleges: Asnuntuck Community College, Berkshire Community College (BCC), Holyoke Community College (HCC), Greenfield Community College (GCC), and Springfield Technical Community College (STCC). Candidates who have completed an associate's degree from one of these community colleges can seamlessly transfer to Elms to complete a bachelor's degree. If candidates follow the prescribed programs outlined in the articulation agreements, they may be able to complete a bachelor's degree within two years. Please contact the Office of Admission for information about the articulation agreements with these community colleges.

Academic Policies

Academic Sessions

The main academic year is composed of two 15-week semesters and one extended summer session. Off-campus and certain graduate programs have alternate term lengths (8-week). Please contact the School of Continuing Education for additional information. Semester Credit Hours are used to determine the contact hours required for graduation.

Requirements for Baccalaureate Degrees

In order to qualify for a baccalaureate degree, a student must:

1. Comply with entrance requirements
2. Complete a minimum of 120 credits
3. Receive passing grades in all courses required for the degree
4. Attain a minimum grade point average of 2.0 or higher, if specified by the major. (Transfer students must maintain a 2.0 average in courses taken at the college. Transfer credits are not included in determining Elms College's grade point average)
5. Complete at least 45 semester hours as a matriculated student at Elms College for main campus programs; 42 credits for offsite and online programs and 30 credits for the RN-BS program.

NOTE: All students are subject to three types of course requirements:

- Core curriculum requirements
- Course requirements of the chosen major, and
- Elective courses sufficient to reach at least the minimum number of credits required for each degree level

Double Majors

Students completing majors in related disciplines may include two courses that satisfy requirements for more than one major, subject to pre-approval from the registrar.

Credit Load

A course load of 12 to 18 credits is considered full-time. Ordinarily, students carry an average credit load of 15 to 16 hours a semester. Students with more than 18 credits are required to pay for the extra credit(s) at the continuing education per-credit rate, and must have approval from the academic dean.

Policy on Credits and Degrees

Definition of Credit Hour

In accordance with federal policy, Elms College defines a credit hour as an amount of work represented in the achievement of the intended learning outcomes and verified by evidence of student achievement that reasonably approximates:

1. One hour (50 minute period) of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or

2. At least an equivalent amount of work as required in paragraph (1) for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. Laboratories, internships, clinicals and practica vary by program in terms of the number of hours required, but in general are 2-3 hours/week per credit.

For courses with non-traditional formats, e.g. accelerated, Weekend, online or hybrid/blended, students are required to spend the equivalent amount of total time per credit hour as spent in traditional courses. However, the mix of time spent in direct instruction and time spent on assignments and other work, per week, will vary.

Degrees

Undergraduate Degrees

An undergraduate associate degree (A.A.) normally represents the equivalent of two academic years of full-time study (and requiring a minimum of 60 semester credits) or its equivalent in depth and quality of experience. An undergraduate baccalaureate degree (B.A., B.S., B.S.N.) normally represents about four academic years (and requiring a minimum of 120 semester credits) of college study.

Graduate Degrees

A first graduate degree (Master's-level, including M.A., M.S.), represents at least one year of post-baccalaureate study (requiring a minimum of 30 semester credits). Professional and specialty degrees (M.B.A., M.S.N., M.A.T., M.Ed., M.A.A.T.), normally require two or more years of full-time study. Extensive undergraduate preparation in the field may reduce the length of study to one year. Graduate degrees include a significant component of coursework in addition to any supervised research or practice.

Registration

Pre-registration dates are scheduled annually to permit students to select courses for the following semester or term. It is each student's responsibility to register for courses that will meet departmental requirements in a chosen program of study as well as graduation requirements. Prior to each pre-registration date, students should seek assistance from their faculty advisor and, whenever necessary, the Director of Advising.

Add/Drop Period

For 15-week academic terms, adding or dropping a course(s) is allowed during the beginning of each term, typically eight class days, however, the exact dates for each semester will be published by the Registrar's office on the Elms website. For 8-week terms, courses may be added or dropped within the first seven business days of the term. Changing course schedules during the add/drop period requires the approval of the faculty advisor. Credit cannot be earned for courses in which the student is not officially registered.

Academic Conduct

A major role of Elms College is the education of students of mature judgment and moral sensibility. True education is a process of free exchange of ideas involving the critical assessment of each individual's efforts and growth. An atmosphere that promotes intellectual freedom and rewards honest efforts of individuals furthers the Elms College mission.

Each member of the Elms College faculty has a specific responsibility to explain in the form of a course syllabus the conditions under which academic work in his or her course is to be performed. It is also the faculty member's obligation to guarantee, insofar as is possible, that there be present a respect for intellectual pursuits and a reverence for honesty. Concurrently, it is the student's responsibility to ensure that work submitted for evaluation is one's own work. If there is clear evidence that a student is guilty of academic dishonesty, whether by cheating, plagiarism, or interference with another student's work, the faculty member should take appropriate action that will reflect the logical consequence of the dishonest deed or effort.

All members of the Elms College academic community are called upon to recognize their roles in creating an environment of intellectual integrity by using honest and open evaluative processes that acknowledge the responsibility of each member to all other members of the Elms College community, and by participating in upholding standards that will result in just, equitable decisions.

Academic Honesty Policy

Communication of knowledge and a free exchange of ideas, two essential aspects of a college community, require a fundamental standard of honesty.
Students and faculty must be able to expect that thought and work presented for the class are the properties of the person claiming credit for them. To safeguard these principles, it is important to clarify the rules and procedures regarding academic honesty.

1. Students must refrain from all forms of academic dishonesty, including cheating on quizzes and examinations, abetting others in cheating, appropriating other students' work, and plagiarizing written assignments.

> *"Plagiarism: the use of outside source(s) without proper acknowledgement. Quotations: Any quotation, however small, must be placed in quotation marks or clearly indented and must be accompanied by a precise indication of the source. Paraphrasing: Any material which is paraphrased must be specifically acknowledged in a footnote or in the text. A thorough rewording or rearrangement of an author's text does not relieve one of this responsibility."*
>
> *Source:*
> *Napolitano v. Princeton Univ., 453 A.2nd 279 (N.J. Super. Ch. Div. 1982).*

2. Faculty who find students in clear violation of the policy on academic dishonesty shall determine the appropriate response, which may include failure on the assignment or failure in the course.

3. Faculty shall report incidents of academic dishonesty, including copies of any documentation, and the action taken in response to them, in writing, to the vice president of academic affairs. Faculty shall inform the student that the notification has been sent to the vice president of academic affairs.

4. The vice president of academic affairs can elect to pursue further action up to and including dismissal from the college. The vice president will inform the student in writing that notification has been received, that it is confidential, and that the student has the right to question the charge.

5. Students who believe they are unjustly accused or punished for academic honesty violations may pursue the matter through the grievance procedure outlined in the student handbook.

Class Attendance

Students are expected to attend all classes for which they are registered, and are responsible for absences and late enrollment. Students should inform the instructor regarding emergency or illness and make arrangements to make up the missed work. It is the prerogative of the instructor to limit the number of allowed absences from classes. Students will be informed of these limits at the beginning of each class in the course syllabus. At the discretion of the instructor, absences in excess of one third of the total number of course meetings may result in the student being excluded from the course.

Grading System

The quality of students' work is indicated by letter grades and quality points granted according to the grades earned. The grade point average (GPA) is obtained by dividing the total number of quality points by the total number of credits attempted.

**Please find grading table on the following page.*

GPA	Numerical Equivalent	Letter Grade
4.00	93-100	A
3.67	90-92	A-
3.33	87-89	B+
3.00	83-86	B
2.67	80-82	B-
2.33	77-79	C+
2.00	73-76	C
1.67	70-72	C-
1.00	60-69	D
0	0-59	F
0	0	IF

Faculty members must submit letter grades to the registrar at the end of each marking period.

S or U Satisfactory/Unsatisfactory
W Withdrawn
W/S Withdrew Satisfactorily
W/U Withdrew Unsatisfactorily
AU Audit
NC Noncredit

**Repeat Course (only the second grade in a repeated course is reflected in the student's final QPA)*

IP In Progress
I Incomplete
IF Incomplete to Failure

Course Repeat

A student who receives an unsatisfactory grade in a course may repeat the course by registering again for the course and by informing the registrar that the course is being repeated. Both grades, however, will remain on the permanent transcript, but only the repeated course will be calculated into the grade point average (GPA).

Some departments may not allow certain courses to be repeated, and some departments may limit the number of courses that may be repeated. There are also financial aid implications related to repeating courses. Students should contact the Financial Aid Office with questions about course repeating.

Course Audit

Students may audit courses by enrolling formally without the intention of receiving credit. Auditing requires the permission of the advisor and instructor. Successful completion of the audit will be noted on the permanent record as "AU."

Incomplete Grades

Under certain circumstances, an instructor may award the grade "Incomplete" (I) to a student at either the graduate or undergraduate level who has been unable to complete course requirements because of illness or other reasonable causes. The definition of reasonable causes is left to the discretion of the instructor, but it is understood that an Incomplete grade should be infrequently and judiciously given. Instructors may request appropriate documentation of the student's extenuating circumstances.

Incomplete grades may be assigned only if the student's prior performance and class attendance in the course have been satisfactory. Any failure to complete the work of a course that is not satisfactorily explained to the instructor before the date when grades must be submitted will be graded F (Failure). If acceptable reasons are later presented to the instructor, the instructor may initiate a grade change to Incomplete.

To assign an Incomplete grade, an instructor must submit an Incomplete Grade Contract Form, which is available in the Registrar's Office. The form must be signed by the student and instructor, approved by the Registrar, and must outline the coursework to be completed and the due date for that coursework. The Registrar will enter the incomplete grade on behalf of the instructor.

Students must complete their coursework within the prescribed time period set by the instructor, but no later than the end of the following regular term, based on the student's program. Upon the completion of the work, the instructor will award the student a letter grade by filing a Grade Change Form with the Registrar's Office. An Incomplete grade that has not been resolved within the prescribed time period will automatically be changed to a grade of "IF" (Incomplete-Failure) by the Registrar.

Grade Change Policy

A change in an assigned grade can be made by the instructor of the course up to one month following the issuance of grades by the Registrar's Office. All grade changes past the one-month deadline must be requested by the instructor and approved by the Vice President of Academic Affairs. A student who, after consultation with the faculty member and the Vice President of Academic Affairs, wishes to challenge a grade on a transcript or grade report, should follow the procedures outlined in the Student Handbook; specifically, "Student Grievance Policy for Academic Matters."

Elms College maintains a permanent record of all grades and transcripts.

Withdrawal from a Course

Please note that students should consult with their instructors and advisors prior to any type of withdrawal. To withdraw from an individual course or courses, a student must submit their request in writing via email to the Registrar's Office. Withdrawals are allowed only through the end of the 13th week of the course (prorated for other than regular semesters) and will be done without effect on the GPA. However, withdrawn credits will be counted in the Quantitative Standard of the Satisfactory Academic Progress Policy as part of credits attempted. *Please see Satisfactory Academic Progress and Academic Probation* for additional information.

Official withdrawals after the add/drop period are indicated a 'W' grade. The exact add/drop dates for each semester or session are published in the appropriate course schedules. For special format courses, such as summer sessions, specific dates are available in the Registrar's Office.

Withdrawal from the College

A student may officially withdraw from the college at any time by completing the official "Withdrawal Form" from the Registrar's Office and will receive a "Withdrawn from the College" on his or her transcript. As with dropping an individual course, failure of a student to withdraw officially in writing can result in the awarding of "F" grades, and the withdrawal date will be set to the date corresponding to the half-way point for the particular term. Students will be responsible for all charges incurred. A student who has withdrawn from the college must formally reapply for admission.

NOTE: Students are strongly encouraged to consult with their instructors and advisors prior to any type of withdrawal. Financial and veterans aid recipients should check with the Financial Aid Office before withdrawing from a course or from the college. International students on an F-1 visa should consult with the International Programs Office prior to withdrawing from a course or from the college.

Any student who has not registered for a credit-bearing course within one semester will automatically be withdrawn from the college and will need to reapply for admission.

Leave of Absence

A leave of absence (LOA) is a temporary interruption in a student's program of study. A student who must interrupt studies for a prescribed length of time, no longer than 180 days, must file a written LOA request, and have the request approved by the Registrar. The student may return from such a leave of absence by notifying the registrar. If after the 180-day period the student does not return, the student is considered to have ceased attendance, is automatically withdrawn from the college, and re-application through the Office of Admission is required for return. A student who desires to study at an accredited college or university while on a leave of absence, and intends to transfer credits back to Elms College, must receive prior written approval from the Registrar.

NOTE: For students who have received federal loans, for example subsidized or unsubsidized Stafford loans, failure to return from a LOA may have an effect on a student's loan repayment terms, including the expiration of the student's grace period. Please contact the Financial Aid Office for additional information.

Student Military Leave of Absence

Elms College supports students who are members of the United States Armed Forces and Reserve Units. To assist them, as well as protect and safeguard their status as Elms College students, and in accordance with federal law, the college has adopted a Student Military Leave of Absence Policy.

Any student who is a member of a military unit, reserve unit or the National Guard and is activated or called to active duty during a semester or term will automatically be entitled to a full refund or credit of all tuition and fees that he or she has paid toward the expenses for that specific academic term. Any student who has received any form of financial aid including a full or partial scholarship or student loan or who expect to receive such should contact the financial aid office to make appropriate arrangements. Students residing in residence halls shall receive refunds on a pro rata basis for the remainder of the semester.

If the notification of the call to active duty comes after the mid-term date of the semester, the student will have the option of either taking a full refund, or credit of tuition and fees, or requesting an Incomplete grade in his or her courses, with the privilege of returning to complete all required coursework within two academic years without payment of any further tuition and fee charges.

It is the responsibility of the student to present a copy of the Order to Active Duty to the Registrar's Office and to request the appropriate refund, credit or course incompletes within one week of receipt of the Order. If a refund or credit is requested, the Registrar's Office will work with the Student Accounts Office to process the course drops and issue the refund or credit. Confirmation of course(s) withdrawal or approval for incompletes will be provided by the Registrar. Confirmation of any refunds will be provided by the Student Accounts Office.

Should a degree-seeking student called up for active duty find it necessary to interrupt active pursuit of the degree for longer than one academic term, he or she may petition the Vice President of Academic Affairs for a leave of absence for a specific period of time, generally limited to one calendar year. Within one calendar year following the return from active duty, students must contact the Registrar's Office to make arrangements for reinstatement. If military service requires an absence of more than one year, the Vice President of Academic Affairs, upon formal petition,
will consider granting a student's request to extend the leave of absence for longer than the customary period.

Students who are the spouse of a service member, and who have a dependent child, are able to withdraw from classes with a full refund of tuition and fees, if their spouse is called to active duty. The same terms and conditions outlined above apply to these students, as to the service members.

Note: This Policy applies only to currently enrolled Military personnel who are officially called to service by an Order to Active Duty.

Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is a standard used to measure progress toward the completion of coursework toward a degree. Elms College is required by federal regulations to establish a reasonable Satisfactory Academic Progress policy to determine if a student is making progress in their educational program. The standard of SAP applies to eligibility for college activities, including varsity athletics, as well as, federal and state financial aid programs and institutional aid. SAP standards apply to all students, full-time, part-time, degree and certificate candidates. Students who fail to meet the SAP standards set forth in this policy are ineligible to receive most forms of federal, state and institutional financial aid.

Students are evaluated at the end of each academic term by the Registrar to determine if they are in satisfactory academic standing. In addition, a SAP review for financial aid eligibility will occur annually at the end of the spring semester. All prior course work is evaluated and will determine if a student is meeting the Satisfactory Academic Progress requirements spelled out below.

I. Qualitative

For qualitative purposes, Satisfactory Academic Progress requires a cumulative Grade Point Average (GPA) of 2.0 or better. Undergraduate student GPAs are reviewed annually at the end of the spring semester to evaluate eligibility for federal, state, and institutional grants, scholarships, loans, and work programs. Students that fail to meet this standard will not be eligible for federal aid until the minimum cumulative GPA is achieved. *Note some degree programs may have higher GPA and credit requirements to maintain program eligibility.*

II. Quantitative

Students must also meet the quantitative requirements to retain eligibility for financial aid. Students must complete 67% of their cumulative attempted credits to maintain Satisfactory Academic Progress. Attempted credit hours are totaled and multiplied by 0.67 to determine the number of credit hours a student must have earned to be considered making progress. Transfer credits earned by students from other institutions and accepted by Elms are included in the percentage of completed classes.

III. Time

The time standard allows 150 percent of the normal degree requirements (the federal maximum) for credit hours attempted (including transfer and incomplete hours) for degree completion. For example, 120 credit hours (for BA/BS) x 1.5 = 180 maximum credit hours attempted. Note, due to federal regulations, there is no appeal or extension for exceeding the 150% time standard requirement.

If a student fails to meet either the qualitative or quantitative measure, the student will be placed on Academic and Financial Aid probation, and will be ineligible for financial aid in future semesters until determined to be making Satisfactory Academic Progress. However, students with significant documented extenuating circumstances may appeal to regain eligibility. Please contact the Financial Aid office for additional information.

Contact Information

If you have questions regarding your financial aid and scholarships, please contact the Financial Aid Office at (413) 265-2249. If you have any questions in regards to why you are on academic alert or probation, please contact the Registrar's Office (413) 265-2314. If you have any questions about support services on campus, please contact the Advising Office at (413) 265- 2256. If you have any questions about athletic eligibility, please contact the Director of Athletics at (413) 265-2395. Finally, if you have any questions about student life, please contact the Dean of Students Office at (413) 265-2210.

Academic Forgiveness

Elms College recognizes that, for reasons unrelated to their ability, students may sometimes not perform to their full potential. Because a low cumulative index earned at the beginning of an academic career can adversely affect a student's academic record for his or her entire stay at the college, students may apply for "academic forgiveness." Under this policy, a specified term or sequence of terms may be excluded from the calculation of the student's cumulative grade-point average.

To qualify for "forgiveness," students must:

1. Be a former Elms College student and have completed a minimum of 18 credits at the college;
2. Return to the college after a minimum absence of five years;
3. Be currently enrolled at Elms College;
4. Have not been previously awarded Academic Forgiveness at Elms College; and
5. Submit their request for Academic Forgiveness within one year of re-admittance and after showing a term GPA of at least 2.0 GPA in at least 12 credits.

"Forgiveness" may only be granted once during a student's academic career at the college. Prior to submitting the application for forgiveness to the Registrar's Office, students must meet with their academic advisor, and obtain the advisor's signature on the form. Final approval must be obtained by the vice president of academic affairs. If forgiveness is granted, the following conditions will apply:

a. The forgiveness period requested will be comprised of a sequence of semesters that are consecutive.
b. A student may be forgiven up to 60 attempted credit hours.
c. ALL courses within the designated time period will be excluded from the calculation of the cumulative grade point average. Therefore, grades of "C-" and higher, as well as grades below "C-" will be excluded. However, excluded courses will remain on the student's academic record with the original grade received.
d. Although grades above "C-" are excluded from the index calculation, they may be applied to satisfy a curriculum requirement for graduation.
e. Students who receive academic forgiveness cannot qualify for any academic honors based on GPA.

Academic Dismissal

Students who have been placed on probation during a previous semester are subject to dismissal if they fail to show improvement in satisfactory academic progress.

They and their advisors will be notified by the Academic Dean's Office. Normally, students who have received an academic dismissal may not take any courses at the college, including day, evening, or summer, for the next two semesters (including the summer as one semester). They may then reapply for admission through the Office of Admission.

Students who have twice received an academic dismissal will not be readmitted.

Academic Appeal

Students who wish to appeal an academic decision relating to probation, dismissal, or readmission may do so by contacting the Registrar's Office. A "readmit with reservation" will be applied to a student's academic record if a dismissal decision is reversed.

Transcripts

Information on requesting transcripts can be obtained from the Registrar's Office. Official transcripts bearing the college seal must be mailed directly to the agency or institution requiring them. Unofficial transcripts are issued to students. Transcripts will not be issued during the weeks of registration or commencement. All indebtedness to the college must be reconciled before a transcript of credits will be released.

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that requires Elms College, with certain exceptions, to obtain your written consent prior to the disclosure of personally- identifiable information from your education records. However, Elms College may disclose appropriately-designated "directory information" without written consent, unless you have instructed the College to restrict this information. Students who object to the disclosure of directory information must notify the Office of the Registrar in writing within thirty (30) days following registration each semester. The request for nondisclosure may also be rescinded by written notification to the Office of the Registrar.

Elms College has designated directory information to include a student's name, telephone numbers, addresses, College e-mail address, date of birth dates of attendance at the College, major, degrees awarded, graduation date, academic honors, participation in officially-recognized College activities, height and weight of members of athletic teams, and photographs. FERPA considers directory information as generally not harmful or an invasion of privacy if disclosed.

Directory information cannot include student identification numbers, Social Security Numbers, citizenship, immigration status, gender, race, religious preference, grades, or GPA.

Student education records are confidential and may only be released with consent of the student or as otherwise permitted by law. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records:

1. Each student has the right to inspect his or her education record, subject to reasonable time, place, and manner restrictions. A student must submit a written request to the registrar, academic dean, chair of the academic division, or other appropriate official, that identifies the specific record they wish to inspect. The request will be granted as soon as possible, but not later than forty-five (45) days from the date of the receipt of the request. The college official will make arrangements for access, and notify the student of the time and place where the records may be inspected. At the time of inspection, the student must present identification and must inspect the records in the presence of a designated college official.

2. Each student has the right to request the amendment of his or her education records that the student believes are inaccurate or misleading. They should contact the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment.

3. Each student has the right to consent to disclosures of personally identifiable information contained in his or her education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the college in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the college has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. Each student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. Complaints should be filed in writing by submitting an electronic complaint form found at the Family Policy Compliance Office at http://familypolicy.ed.gov/complaint-form or by writing to the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave, SW
Washington, D.C. 20202-8520

Examinations

The registrar posts the official schedule for final examinations. A student who has missed a final examination for a valid reason must make arrangements for a make-up examination. Ordinarily, the examination must be taken within two weeks from the close of the semester at the convenience of the examiner. Students who are absent from a semester examination without an excusable reason may receive an "F" for that examination and might not be permitted to take it at a later date.

Transfer Evaluations

Credit by Examination

In keeping with its philosophy of an individualized approach to learning, Elms College offers students the opportunity to qualify for credit and/or advanced placement by examination through several testing programs. Among these are the College Board's Advanced Placement (AP) program and College-Level Examination Program (CLEP).

Students will be allowed only one trial to obtain credit by examination. No grade is assigned to any specific performance; credit only will be given for passing the test with acceptable scores determined by individual departments.

Advanced Placement

The College Entrance Examination Board (C.E.E.B.) offers advanced placement examinations annually to give high school students opportunities to demonstrate college-level achievement. Offered in 13 fields, the examinations are administered in high schools during the third week in May. When scores are reported to Elms College, the appropriate academic department makes the decision whether to grant credit or advanced placement, or both, to individual students who have taken the test.

College Level Program

Elms College is pleased to offer an advanced placement (A.P.) option for eligible high school seniors. By cooperative arrangement with local secondary schools, a limited number of places are made available in regularly scheduled, lower-division courses at Elms College for qualified A.P. students. Seniors may enroll for up to twelve hours (four college courses) over two academic years, (junior or senior status in high school) and receive full college transfer credit to Elms College or to another academic institution of their choice.

Internships

Please see the Elms website for the most up-to-date information on internship and other experiential learning opportunities.

Internships provides an opportunity for students to work in a career field of their choice in order to understand at least one segment of a particular occupation. Two types of internships are possible: volunteer internships arranged through the Career Center, and credited internships arranged through various academic departments. Volunteer internships usually occur during breaks between semesters.

Individualized Programs

To provide further flexibility for diverse professional plans and levels of scholastic achievement, students have the option of customizing an interdisciplinary major through either the liberal arts or professional studies programs and of engaging in independent study or internship in other majors. Each department establishes its own guidelines in working out individualized programs for students. Students may contact the VPAA for more information, at academicaffairs@elms.edu.

Study Abroad

In its commitment to educating students for life and recognizing that, today, life is global in scope, Elms College encourages students to study abroad whenever possible. Such an experience offers students a wider choice of educational opportunities than can be available in a single educational institution. Study abroad is therefore open to all students in good standing beyond their sophomore year for a summer, semester, or year of study. More information can be obtained by contacting the director of international programs. If a student is receiving financial aid, she or he should contact the Office of Financial Aid Office for additional information.

Policy on Absence for Religious Reasons

Elms College abides by the following principle:

Any student in an educational or vocational training institution other than a religious or denominational educational or vocational training institution, who is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which s/he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school.

No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because the provisions of this section.

Academic Honors

Elms College is pleased to recognize and reward undergraduate students whose scholastic performance merits special attention. Academic Honors are bestowed to encourage the pursuit of excellence and to reward academic achievement through public recognition by inclusion on the official transcript and on the diploma. In addition, students who have earned academic honors are entitled to wear honor cords with their cap and gown regalia at Commencement to signify their achievement.

Graduation with Honors

For undergraduate students who complete between 42 and 59 Elms credits, two categories are awarded for superior scholarship. This honor, based on cumulative Grade Point Average, is awarded upon graduation and becomes part of the official record.

1. High Honors – awarded to candidates with a cumulative GPA of 3.8 and above
2. Honors – awarded to candidates with a cumulative GPA of 3.5 to 3.79

Graduation with Latin Honors

For undergraduate students who complete 60 credits and above, three categories are awarded for superior scholarship. This honor, based on cumulative Grade Point Average, is awarded upon graduation and becomes part of the official record.

1. Summa Cum Laude – awarded to candidates with a cumulative GPA of 3.9 or higher
2. Magna Cum Laude – awarded to candidates with a cumulative GPA of 3.7 to 3.899
3. Cum Laude – awarded to candidates with a cumulative GPA of 3.5 to 3.699

Dean's List

The dean's list, published at the end of each semester, is composed of full-time undergraduate students who have earned a GPA of 3.5 or better without any incomplete grades.

Academic Advising

All students are assigned a **faculty advisor** within their academic discipline. The faculty advisor serves as a resource for information regarding academic matters such as, but not limited to, the liberal arts core and major requirements, course registration, and adding and dropping courses. Students can find their faculty advisor by checking their ElmsConnect account. In order to register for classes, students must meet with their faculty advisor each term before registration. A student may have more than one faculty advisor if they decide to minor or double major in two different academic disciplines.

Specialized advising is available for **undeclared students** through our ASPIRE/Undeclared program and the Director of Advising. Through a one-credit course, *Career Exploration*, students explore strengths, set academic goals, and declare a major all while being a part of the ASPIRE program.

The Director of Advising also assists students who are **changing majors**. Students can discuss strengths and best fit for a new major, learn how their courses will fit into the new major, and navigate the process of entering into a new academic program successfully.

Through the ASPIRE program, some students are assigned an Academic Coach to help students learn and apply skills needed to be successful in college. Academic Coaches work with students to create a Student Success Plan, set goals and share resources to help students achieve their goals in the classroom and in life. The Director of Advising and Dean of Student Success and Strategic Initiatives will work together to assign a success coach to a student on a case by case determination.

Finally, the Director of Advising assists students with questions regarding academic and support resources at Elms College along with managing academic and classroom difficulties and concerns.

Degree Audit

An automated degree requirement tracking system, known as a degree audit, assists students and advisors in assessing the progress of a student's program of study. It enables students and advisors to project the orderly fulfillment of their curriculum plan. It includes a record of all the student's courses completed to date and their courses in progress, and serves as an unofficial projection of courses remaining in a degree program.

A degree audit can also be used to determine the progress status of degree programs other than the currently declared major. In other words, if a marketing major wants to determine the viability of becoming a management major, a trial degree audit can be retrieved and populated with all courses taken to date by a student, along with the remaining degree requirements.
While a degree audit is a useful tool for planning the orderly fulfillment of degree requirements, students and advisors must realize it is not a replacement for the official academic transcript, nor should it be used as a substitute for verifying official degree requirements. Please see the Elms website and ElmsConnect for more information, or ask your advisor.

Student Success

Student Success at Elms College

The Student Success services and programs are designed to support students be their very best! From day one of the transition to college through the academic demands of the classes, the team-based Student Success staff works with students holistically to achieve a transformative academic experience. Our faculty serve as faculty advisors and our Student Success staff provide resources and opportunities to help students do their best in the classroom and in life. Student Success Resources are overseen by Nancy Davis, Assistant Dean for Student Success and Director of Advising, in Academic Affairs.

Center for Student Success

Center for Student Success (CSS) is located on the second floor of the Alumnae Library. The Welcome Desk has kiosks to make tutoring appointments and to check in for office appointments and studying, a printer for networked printing, loaner laptops, headphones and a variety of office and study supplies for students. CSS study room reservations can be made in person at the Welcome Desk, or by emailing Tina Savoie at savoiet@elms.edu.

Offices located in the CSS are: Tutoring Services, Advising, Career Services, Student Accommodations and Support Services, Fulbright Language Teachers, Experiential Learning, and International Programs. The area of CSS housing the last three offices is a special safe space called the C.O.V.E., which stands for

Culture, Openness, Values and Education. Students are welcome to use the refrigerator, microwave, Keurig, tea pot and supplies located in the Hospitality Area of CSS.

Tutoring Services

Tutoring is available in a variety of formats for all Elms College students, regardless of your program or location of studies. Tutoring Services is located in the Center for Student Success on the second floor of the Alumnae Library. Tutoring Services provides free, face-to-face tutoring services, group study sessions and Student Success Workshops. In-person tutoring is available from September- May. For students enrolled in off-campus and online degree completion programs, professional tutoring in writing, either online or in person at your site, is available by appointment. Students should contact their program coordinator for tutor contact information. If you have any questions about how we can help with your tutoring needs, please email: tutoringservices@elms.edu.

BrainFuse Online Tutoring

BrainFuse is an online based tutoring program. This resource can be accessed through Moodle on ElmsConnect. Once you log into Moodle, the link titled "Online Tutoring" in the upper right-hand corner connects students directly with BrainFuse. This online system offers instant online tutoring, a writing lab, flash card creation tools, Spanish language practice and a learning library. Since BrainFuse is embedded into Moodle, it uses the same UN and PW as Moodle, Gmail and ElmsConnect. Be sure to use Chrome as your browser when accessing BrainFuse.

Strategic Equity

Elms College is committed to upholding its mission to educate a diverse group of students. Elms College is committed to providing students, faculty, and staff, with an inclusive environment in which they may pursue their studies or careers. We strive to promote academic success, equity and leadership development through various programs and services that foster holistic development.

Elms welcomes you to join us in building a diverse campus that is inclusive of various identities, beliefs, experiences, and demographics. We believe in creating a campus climate that encourages critical thought. We strive to empower the Elms community in celebration of our diversity in an ever-changing world.

Cabinet members Dr. Tyra Good and Sister Carol Allen are our primary contacts for our strategic equity initiatives here at the college.

First Year Seminar (FYS)

IDS 1001 – First Year Seminar (FYS) is a 3-credit course that is required for all first year students. FYS helps students meet other students, connect with the faculty and become a successful part of the Elms learning community. FYS courses focus on a theme taken from Catholic Social Teaching, and delve into it more fully through the Common Read. The instructor is a guide and mentor, who along with other first year students, explore a topic, and search for questions and resolutions. The FYS instructor encourages

students to become an active member of the Elms College community and to develop their academic program and path.

This course is designed to promote interdisciplinary exploration, experiential learning, and aid the transition of first year first semester students to the Elms College experience. Critical thinking and interpersonal skills required for success in college are emphasized.

At the completion of this course, students will be able to:

1. Identify and utilize resources on campus to transition to the Elms College community.
2. Work cooperatively to learn from, challenge, and support one another.
3. Develop reflective thinking, attentive listening, and effective oral and written communication.
4. Apply the traditions, values, and social teachings that inform the Catholic identity of Elms College.
5. Demonstrate respect for diversity and diverse perspectives.

International Programs

Elms College welcomes and supports students and scholars from around the world. Our goal is to help students be successful at Elms College. The International Programs Office offers immigration support and programming for international students. The International Club, comprised of both international students and all globally-minded students, is a great place to broaden one's perspective. The club meets twice a month and holds many events to celebrate diverse cultures and to educate others about global affairs.

The International Programs Office offers many Study Abroad opportunities, including traditional semester/year-long programs and faculty-led programs. To learn more about the many exciting learning opportunities in an international setting, please make an appointment by emailing ipoffice@elms.edu or calling 413-265-2462.

Liberal Arts Core Curriculum

The liberal arts and sciences permeate the whole Elms College curriculum, adding a valuable dimension to traditional and professional disciplines. The liberal arts core is the foundation of an Elms College education and is crucial to the fulfillment of the mission of the college: to assist in the development of men and women rooted in faith, educated in mind, compassionate in heart, responsive to civic and social obligations, capable of adjusting to change without compromising principle, and able to respond creatively to the demands of their chosen careers.

The core curriculum emphasizes the knowledge that educated persons need to enrich their lives with the lifelong pursuit of learning. It provides students with an education that is integrated and interdisciplinary and one that recognizes the value of service, diversity, and multiculturalism as essential components of a liberal arts education for the future.

Student Outcomes of the Liberal Arts Core

Spiritual and Ethical Development

- Apply the traditions, values, and social teachings that inform the Catholic identity of Elms College.
- Analyze ethical issues and propose solutions derived from moral and ethical reasoning.
- Compare and contrast one's own belief system with one or more of the world's multiple religious traditions.

Intellectual & Creative Development in the Liberal Arts

- Apply different modes of inquiry from the arts and sciences to interpret nature and society.
- Analyze the achievements of human creativity in literature, philosophy, religion, history, science, and the arts.

Global Awareness and Cultural Understanding

- Identify, analyze, and articulate concepts significant to global and multicultural perspectives.
- Demonstrate cultural competence and cultural humility.
- Demonstrate listening comprehension, and the ability to speak, read, and write a second language, to a minimum of a novice high level.

Civic Engagement

- Explain the basic processes of U.S. government on a local, state, and federal level.
- Illustrate ways in which citizens and organizations impact government to advance policies that include social justice.

Critical Thinking and Communication

- Analyze text, artifacts, and events.
- Write critically, analytically, logically, and creatively.
- Demonstrate clear and coherent oral communication.
- Demonstrate information literacy.
- Demonstrate quantitative literacy.

Students meet the outcomes of the core curriculum by completing course requirements in the liberal arts and sciences, as described below. As students complete the course requirements, they work with an academic advisor to select liberal arts courses that teach and assess outcomes in five areas: religion, ethics, culture, civics, and critical thinking/communication.

Course Requirements (41 credits)

- First Year Seminar (3 credits)
- Rhetoric (3 credits)

- Foreign Language (6 credits or "novice high" level on placement exam*)
- Humanities (15 credits; one course in each of five disciplines: literature, history, fine or performing arts, religious studies, and philosophy)
- Natural sciences, mathematics, and technology (6 credits; one course in mathematics, one course in biology, chemistry, or physics)
- Social sciences (6 credits; one course in each of two disciplines, choosing from sociology, psychology, and economics)
- Physical Education (2 credits or varsity sport)

**Novice high proficiency in a foreign language may be demonstrated in any of the following ways:*

1. Placement at the novice high level in the language proficiency test administered at the college.

2. A satisfactory score on the C.E.E.B. language assessment. A student who scores 500 to 549 will satisfy the requirement, but will receive no credit. Three (3) credits will be given for a score between 550 and 599, six (6) credits for a score of 600 and above.

3. A satisfactory score on the second level C.L.E.P. exam. A student who scores 450 to 499 will satisfy the requirement, but will receive no credit. Three credits will be given for a score between 500 and 549; six credits for a score 550 and above.

4. A score of three or beyond in the Advanced Placement Exam. A student who scores three will have a semester of the language requirement waived and receive three credits. Students who score four or higher will have two semesters of the language requirement waived and receive six credits.

Course Requirements for Students Entering with Associate's Degrees (30 credits)

- One semester of Rhetoric or English composition (3 credits)
- Humanities (15 credits; one course in each of five disciplines: literature, history, fine or performing arts, religious studies, and philosophy)
- Natural sciences, mathematics, and technology (6 credits; one course in mathematics, one course in biology, chemistry, or physics)
- Social sciences (6 credits; one course in each of two disciplines, choosing from sociology, psychology, and economics)

Course Requirements for Students Completing an Associate's Degree (21 credits)

- Rhetoric (3 credits)
- Humanities (9 credits; course in American history, philosophy, and religious studies)
- Natural sciences, mathematics, and technology (6 credits; one course in mathematics and one course in biology, chemistry, or physics)
- Social sciences (3 credits; general psychology or introduction to sociology)

Liberal Arts Core Curriculum for Students Completing a Second Bachelor's Degree

There is the assumption that an adequate core curriculum came with the first bachelor's degree, with the inclusion or addition of a course in religious studies.

Air Force ROTC

The Department of Aerospace Studies—also known on campus as Air Force ROTC—is unique in that it is the only agent through which a student can, upon graduation, receive a commission as an officer in the United States Air Force.

To earn this commission, a cadet (a student pursuing a commission) must: meet the Reserve Officer Training Corps eligibility requirements; enroll in Aerospace Studies courses; attend a two- hour, no-credit leadership lab each week; pass an Air Force Officer Qualifying Test; be physically qualified; attend an officer field training program; and receive a baccalaureate or postgraduate degree. Upon graduation and commissioning, the officer will normally serve a period of active duty in the Air Force. Qualified students in good academic standing, in any recognized major, are eligible for a commission. The department places no demands upon the student's curriculum. Aerospace Studies academic courses are open to all students.

Air Force ROTC Advantages

The Air Force ROTC program combines valuable hands-on leadership and management training which greatly enhances a student's overall college education and future job opportunities either in the United States Air Force or the civilian sector. The goal is to produce future leaders for the Air Force and the nation.

Qualified students may explore these opportunities during the first two years of the program with no military obligation. This experience also includes visiting Air Force installations, receiving Air Force aircraft flight orientations, flying light aircraft, and participating in a variety of challenging and unique training programs.

Basic Program

The four-year Air Force ROTC program is comprised of the General Military Course (GMC) and the Professional Officer Course (POC), and is tailored for cadets with three or more years of undergraduate study remaining.

In the GMC, a cadet learns the mission and structure of the Air Force, examines military life, and studies the strategies, doctrines, and missions of aerospace power from balloons to today's use of space vehicles. The leadership lab, which is required for all cadets, is cadet-led. This leadership experience prepares them for increased levels of responsibility and their future role as military officers. Activities include a variety of professional and social functions.

Course textbooks are available to all students at no cost, and uniforms and other essential materials are also provided to cadets at no cost.

When cadets complete the GMC, they compete to attend field training. This rigorous program of leadership training, physical conditioning, and small arms familiarization increases a cadet's potential to be an Air Force officer. Travel to and from the field training base is paid for by the Air Force. After successful completion, cadets may enroll in the Professional Officer Course (POC). The POC offers advanced training in leadership, management, and communication skills, and focuses on Air Force situations. It also takes an in-depth look at the theories of management and their application.
Students analyze the role of the armed forces in contemporary American society, examine a broad range of American domestic and international military relationships, and study the environment in which American national security policy is developed and implemented.

Cadets competing for a commission are required to attend the leadership lab, at which leadership and management theories are applied. Cadets also participate in planning, organizing, directing, and controlling the cadet corps. During this program, cadets also have the opportunity to pursue professional development and inter-service programs. The Air Force pays the cadet to work and learn, providing housing, meals, and transportation.

Air Force ROTC Scholarships

Air Force ROTC one-to four-year college scholarships are available on a competitive basis to qualifying high school and college students. Scholarship recipients are selected using the whole- person concept. This includes objective factors (grade point average) and subjective factors (interview evaluation). In selected academic areas, scholarships may be extended to meet a five- year degree program recognized by the college. Most scholarships cover full college tuition and most laboratory and mandatory fees; an annual $900 textbook stipend; plus a tax-free allowance during the school year ranging from $300 to $500 per month.

Veterans Affairs

Eligible veterans may enroll in Air Force ROTC while in college, complete degree requirements, and earn an Air Force commission. Veterans can use their GI Bill® or veteran's benefits, receive the tax- free allowance, and compete for other scholarship and financial aid programs. Contact:

Aerospace Studies Office
202 Dickinson Hall
Phone: (413) 545-2437/2451
Email: afrotc@acad.umass.edu
Website: www.umass.edu/afrotc

Veterans Affairs Educational Benefits – Section 103 Compliance

In accordance with Section 103 of the Veterans Benefits and Transition Act of 2018:

Elms College permits any *covered individual** to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a Certificate of Eligibility for entitlement to educational assistance under Chapter 31 or 33 (A "Certificate of Eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs (VA) website – eBenefits, or a VAF 28-1905 form for Chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from the VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the Certificate of Eligibility.

**A covered individual is any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill®.*

Elms College **does not** penalize Chapter 31 or 33 students if/when the VA is late making payments. Elms College **does not** have any policies in place that would do any of the following while waiting for VA payments:

- Prevent enrolling
- Assess a late penalty fee
- Require alternative or additional sources of funding
- Deny access to college resources

In order to prevent outstanding student accounts, Chapter 31 or 33 students must:

- Submit a Certificate of Eligibility or Statement of Benefits by the first day of classes
- Provide any additional information needed for certification

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.

Academic Programs Overview and Outcomes

School of Arts, Sciences and Professional Programs

The School of Arts, Sciences and Professional Programs is committed to nurturing and promoting the exploration and discovery of the human experience and natural world in an environment that celebrates diversity, inclusivity and social justice. In support of the Elms College mission, the School of Arts, Sciences and Professional Programs will:

- Form a community of creative scholars and educators who use an interdisciplinary approach and include experiential learning to address contemporary societal concerns and enduring questions, providing a rich foundation in the liberal arts and professional studies in a broad range of settings.
- Educate a diverse group of students to think critically, lead ethically, communicate clearly, and synthesize knowledge in a holistic manner.
- Affirm the founding tradition of the Sisters of St. Joseph, rooted in faith, educated in mind, and responsive to civic and social obligations, to prepare and empower students to effect positive changes in the community and the world.

There are five divisions within the School of Arts, Sciences and Professional programs awarding the following degrees and certificates: Associate of Arts, Bachelor of Arts, Bachelor of Science, Pre Baccalaureate certificate and Post Baccalaureate certificate.

Division of Business

Dedicated to excellence in education, the programs within the Division of Business have attained the highest level of outside accreditation and approval. Elms College has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA. The business programs in the following degrees are accredited by the IACBE:

Bachelor of Arts, with majors in:

- Accounting
- Finance
- Management
- Entrepreneurship
- Healthcare Management
- Marketing
- Sport Management

In addition to the majors accredited by IACBE, the Division of Business also offers a Bachelor of Arts, with majors in:

- Graphic Design
- Social Media

Additionally, the Division of Business also offers a Pre-Bachelor's Certificate in Bookkeeping.

The mission of the Division of Business is to educate students to become reflective, principled, knowledgeable, creative learners who will succeed in the global business community in the 21st century.

The Broad-based Learning Goals of the Division of Business are:

- Students will demonstrate ethical reasoning skills.

- Students will demonstrate critical thinking skills and effective communication skills as individuals and in teams.
- Students will apply technology and knowledge in specific business content areas and complex business situations.

The General Learning Outcomes for the Bachelors of Arts with majors in accounting, finance, healthcare management, management, marketing, and sport management are:

- Students will evaluate ethical principles and apply them to organizational decision-making.
- Student will demonstrate critical thinking skills, by analyzing issues, making decisions, and forming sound and well-based judgments.
- Students will demonstrate effective communication skills: oral, interpersonal, and written.
- Students will be able to use technology to analyze numerical information, organize data, aid in decision-making, and communicate effectively.
- Students will apply core concepts and theories in the topics of finance, accounting, marketing, management, economics, and business law in an integrated manner to aid in decision-making.

Accounting

Our program brings the real world to you and offers all the advantages of a small college with opportunities normally found only at large universities. Through the program's network of regional and national accounting firms, our students complete internships with CPAs and the Big Four accounting firms.

We prepare our graduates to successfully complete professional licensure exams, such as the certified public accounting and certified management accounting exams. By combining our accounting and business courses with our liberal arts core, you will develop strong communication and writing skills that will make you more attractive to employers.

Learning Outcomes for Accounting Majors:

- Students will be able to explain major concepts, theories and practices in accounting.
- Students will analyze transactions and accounting processes, evaluate risk, and identify internal controls for accounting processes.
- Students will able to identify ethical theories in business practice for accountants and apply the theories to decision making.
- Students will be able to explain major concepts, theories and practices in government and non-profit accounting.

Finance

The Finance major is ideal for students who aspire to pursue careers in corporate finance, banking, investment, financial planning, or emerging areas in FinTech and data-driven finance. Careers span investment analysis, risk management, fintech, personal financial advising, corporate finance, and forensic

accounting. This variety allows students to tailor careers to their strengths and interests.

Through hands-on learning, students build the ability to assess financial health, make strategic investment decisions, assess risk, and design goal-oriented portfolios. A flexible curriculum supports both broad financial knowledge and targeted skill development.

With a strong foundation in data analytics and financial strategy, students learn to interpret complex information and translate it into meaningful insights. This blend of technical and analytical skills prepares them to lead in a rapidly evolving financial environment.

Graphic Design

After graduation, Graphic Design students will have a professional sample of work showcasing their preparedness for numerous career opportunities including: Graphic Design, Media Designer, Art Director, Brand Identity Designer, Illustrator, or Layout Artist. Students dive deep gaining the necessary experience to be part of the design process in a multitude of projects throughout the curriculum. Students will work on industry standard software and hardware to give them the best experience to date for their portfolio and resume materials. The program is designed to provide students with hands-on experience in graphic and design process activities including an internship.

Graphic Design students frequently combine the major with other majors and minors including: Art, Computer Science, Marketing, and Social Media. Such a combination, can give graduates a powerful initial standing when they first look to enter their respective fields. Coupled with an appropriate internship placement, this can lead to a rewarding career in almost any graphics field they desire.

Learning Outcomes for Graphic Design Majors:

- Utilize the design process to creatively solve visual communication problems.
- Understand and utilize relevant applications and tools used in the creation of digital artifacts.
- Identify and utilize constructive criticism from a variety of perspectives, including clients, peers and self-reflection.
- Confidently participate in the professional design atmosphere within a collaborative work environment.

Management

Managing in today's global environment requires a comprehensive educational foundation in international, ethical, legal, and technological environments. The management major studies the concepts and theories of solving organizational problems. This includes integrating the functional areas with the human resources of the organization as it encounters constant changes in its environment and in society.

Throughout the management curriculum, students explore the theory and practice of management, so that they are prepared for planning, organizing, controlling, and leading in a variety of fields and corporate

settings. Within an active classroom context, students gain insight into the value and challenges of cultural diversity and social responsibility along with analytical tools that can be applied in their future careers.

Students gain working knowledge and hands-on experience through internships. Job opportunities for management majors exist in a wide range of business, government, and not-for-profit organizations. Management graduates enjoy career opportunities in human resources, retail management, sales, and health care, along with opportunities in other fast-growing industries.

Learning Outcomes for Management Majors:

- Students will integrate political, social and cultural considerations into business decision making.
- Students will analyze different concepts related to human resource management and organizational behavior.

Management/Marketing Combined BA

Students may also take a combined management/marketing major through our partnership with Holyoke Community College. This degree combines elements of two majors, and still requires 120 credits to graduate. See the Business Division for more information.

Entrepreneurship Major

The Entrepreneurship Major, with a focus on lean startup, teaches students the skills they need to identify market needs and opportunity and apply lean principles to the launch or grow a business. The curriculum combines hands-on experience, customer interaction and business fundamentals to entrepreneurship Major.

Learning Objectives for Entrepreneurship Majors:

- Students use lean startup methodology to determine target customer and business model
- Students will be able to create and start new ventures
- Students will identify and analyze diverse opportunities
- Students will present new ideas to the market
- Students will utilize key metrics and tools for managing finances

Sport Management

Sports organizations require solid management in order to operate efficiently. The mission of the management major is to create a unique interdisciplinary program of study that integrates business, coaching, psychology, and law courses. The sport management major focuses on the concepts and theories of solving organizational problems creatively in the sport industry, including high school, collegiate, and professional athletics; sport clubs; the sporting goods industry; hotels, resorts, and not-for-profit agencies.

The location of Elms College in western Massachusetts offers competitive internship possibilities.

Students may elect to minor in coaching along with the major in sport management.

Learning Outcomes for Sport Management Majors:

- Students will apply concepts of management and leadership to plan, execute and evaluate management as it relates to sports.
- Students will apply core business competencies in a sport environment.
- Students will identify the components and processes of sports event management and apply the best concepts and practices in relation to conducting successful events.

Healthcare Management

The health care management program provides courses in the areas of management and allied health for those who are interested in working within the health care industry. Graduates can expect to obtain administrative positions in health and medical care facilities including hospitals, long-term care facilities, public health departments, and voluntary health agencies. A required internship gives students invaluable on- the-job experience.

Learning Outcomes for Healthcare Management Majors:

- Students will analyze contemporary developments in healthcare to assess alternative management solutions in healthcare related problems and challenges.
- Students will evaluate the roles of hospitals, long term care facilities, healthcare personnel, public health agencies, payers and regulators within the U.S. healthcare system.
- Students will examine the framework in which health care services are produced, coordinated, consumed, and reimbursed as an administrator.

Marketing

Upon graduation, marketing students are ready to enter the exciting world of advertising, sales, or marketing research. The major addresses marketing issues from both a business and societal point of view. Students are exposed to the process of designing consumer and industrial products, choosing distribution channels, deciding on pricing strategies, and developing promotional material. Students learn to use popular software for marketing applications. The program is designed to provide students with actual experience in marketing activities through projects and an internship.
Students acquire a solid foundation for a career in marketing or a related area. Marketing students often combine the major with a minor in art, English, or computer graphics. Such a combination, along with an appropriate internship placement, can lead directly to a rewarding career in the world of marketing.

Learning Outcomes for Marketing Majors:

- Students will evaluate market segmentation data and explain a target market.
- Students will explain market research, evaluate business opportunities, and purpose a course of action for a business.
- Students will analyze how marketing decisions are influenced by various external forces.

Social Media

Upon completing their studies, students in the Social Media program will possess a portfolio of professional work that demonstrates their preparedness for various career paths, such as Content Curator, Social Media Coordinator, Social Media Specialist, Social Media Manager, Community Manager, Digital Strategist, Brand Manager, Digital Project Manager, and Creative Director. Throughout the curriculum, students gain extensive experience in the design process and work on numerous projects using industry-standard software and hardware, which enhances their portfolio and resume materials. The program emphasizes hands-on training in graphic design and other related activities, including internships, to provide students with practical experience. Additionally, essential business courses complement the major, ensuring that students are well- equipped to handle a diverse range of online marketing scenarios and roles.

Students pursuing Social Media as their major often choose to complement it with other majors and minors such as Art, Entrepreneurship, Graphic Design, and Marketing. By combining these disciplines, graduates can establish a strong foundation when they begin their job search in their chosen fields. An appropriate internship placement can further enhance their career prospects in almost any area of online marketing that they choose to follow.

Learning Outcomes for Social Media Majors:

- Knowledge of digital marketing principles and techniques
- Explore current trends, emerging technologies and future applications of social media.
- Understanding of legal and ethical considerations in social media marketing
- Utilize graphic design and multimedia software used in social media marketing
- Ability to work collaboratively and communicate effectively in a team setting

Coaching Minor

Elms College educates students for life and for living. The coaching profession is an ideal fit for such a mission because coaches have been found to have considerable influence over their players. Only parents have been found to be more influential than a coach in areas related to the socialization process, individual development, and the transmission of cultural values and social expectations. Since coaches are very influential in the lives of student-athletes, Elms College believes that coaches can be important role models for all athletes.

The goal of the coaching minor is to prepare students to become successful coaches on the interscholastic and intercollegiate level. The coaching minor consists of 18 credits of required courses. The curriculum is designed to provide opportunities for students to explore different coaching styles so they can lead athletes in all domains of learning – cognitive, affective, and psychomotor. Students will learn how to organize practice sessions, plan tryouts, market and promote teams, teach sport skills, tactics, and strategies, and help teams reach peak performance through motivation, confidence building,

goal setting, and mental imagery.
The capstone experience for the minor is a three-credit coaching internship, in which each student works with a mentor coach over an entire sport season.

Students who have completed the minor have coached athletic teams in volleyball, field hockey, soccer, basketball, softball, and lacrosse. Many of these students found that their ability to coach made them more marketable in their chosen career fields, and they gained great satisfaction from working with the athletes.

Upon completion of the minor in coaching, students will be able to:

- Develop a coaching philosophy
- Explain the legal duties of a coach
- Develop a conditioning program based on physiological principles
- Understand and utilize various psychological strategies specific to sport
- Prevent and care for athletic injuries
- Become certified in first aid and CPR
- Design a master and daily practice plans based on seasonal objectives
- Teach sport skills, concepts, and strategies utilizing effective pedagogical methods
- Gain practical experience in coaching.

Pre-Bachelor Certificate in Bookkeeping

The Bookkeeping Pre-Bachelor Certificate at Elms College is designed for working adults looking to build a foundation in accounting and bookkeeping. The certificate provides the practical skills and core knowledge needed for success in entry-level accounting roles. Completing the coursework prepares students to sit for a bookkeeping certification exam through one of two major accrediting bodies: American Institute of Professional Bookkeepers (AIPB) and the National Association of Certified Public Bookkeepers (NACPB). This certificate is 12 credits and can be completed in one year.

Division of Education

The goal of the Education Division is to prepare teachers for licensure at the preschool, elementary, and secondary levels, and in the areas of special education and English as a second language (E.S.L.) education.

The Division of Education maintains that a liberally educated graduate demonstrates breadth and depth of knowledge in specific content areas in which they teach. Students are provided opportunities in classrooms, fieldwork, and practica to translate their liberal arts background into stimulating teaching experiences.

Admission to Teacher Education

Admission to Elms College does not guarantee admission to teacher licensure programs. Students interested in becoming teachers should begin the pre-education sequence in the first semester at Elms College.

Education advisors are assigned to students at the time of their enrollment in the pre-education sequence, but students are not formally admitted to licensure programs until all licensure requirements are met, with the exception of the student teaching practicum.

To be eligible for admission to the Education Division, students must meet the following requirements:

- A declared academic major in liberal arts or sciences appropriate to the license sought.
- Successful completion of pre-education coursework with no grade lower than a C.
- Successful completion of all required M.T.E.L.s (Massachusetts Tests for Educator Licensure) for the desired license.
- The vote of the faculty of the Education Division, considering all of the above, in addition to the student's disposition, and promise as a future teacher.

Education Department Requirements for Initial Licensure

- Passing score on the Massachusetts Test for Educator Licensure (M.T.E.L.) in communication and literacy portions.
- Appropriate coursework and fieldwork in education for the license sought.
- Passing score on the M.T.E.L. in subject matter knowledge appropriate to the license sought for student teaching placement.
- Minimum GPA of 2.80 for student teaching placement.
- Passing score on the M.T.E.L. foundations of reading test for student teaching placement (for early childhood, elementary, and teacher of students with moderate disabilities candidates).
- Recommendation by academic major department for student teaching placement (secondary students only).
- Evidence of current completion of an approved first aid/C.P.R. course prior to attending a meeting for student teaching placement.
- Recommendation by Education Department for student teaching placement.
- Successful completion of the practicum (student teaching experience).

Students are strongly urged to limit their employment, additional course work, and extracurricular activities during student teaching. To gain the full benefit of student teaching, students should register for no more than 12 credits during the practicum semester. Exceptions will only be made under extraordinary circumstances, at the discretion of the education faculty.

Note: Elms College expects further changes in Massachusetts' licensure regulations and the college's programs after the publication of this catalog. Students should therefore stay in close contact with academic education advisors throughout their professional preparation programs.

Education Studies

The education studies major is not designed to provide licensure. Students who choose this major and may plan to teach at some point will have to complete their licensure at the graduate level. They will also need to have completed at least 45 credits to be eligible to choose this major. This is not a major that can be elected by first year students.

Education Studies major:
EDU 1000 Intro to Schooling & Education
EDU 1008 Writing for Educators
PSY 2104 Children's Learning & Development
EDU 3109 Intro to Students with Special Needs

21 credits (7 courses) would be chosen with the student's advisor from courses in the licensure area to which the student might eventually aspire. These courses would be at the 2000-and-above levels.

Early Childhood

The early childhood program at Elms College prepares initially-licensed teachers in Massachusetts for the PreK-2 level. Candidates for licensure complete rigorous coursework at the college and do fieldwork with young children, with and without special needs, in local schools. Early childhood graduates are prepared to teach all areas of the curriculum and make adaptations for students with special needs. Children's needs and interests are as important as the Massachusetts Curriculum Frameworks in the early childhood teacher preparation program at Elms College, and students are prepared to work in collaboration with parents, colleagues in schools, and educational specialists such as speech therapists and physical therapists. The Elms College preparation program for early childhood teachers exceeds state standards for both knowledge and performance and gives prospective early childhood teachers a competitive edge in seeking employment.

Prospective early childhood education students will be able to:

- Demonstrate an understanding of typical and atypical physical, cognitive, language, and social/emotional development of children with and without special needs, and use this understanding to assess students' needs and interests, to plan and present developmentally-appropriate lessons and learning activities, and to determine the progress children are making.
- Draw on subject matter knowledge in teaching reading and language arts, children's literature, mathematics, science, social studies, health, physical education, and the arts to provide developmentally-appropriate learning experiences that respond to children's interests, and challenge them to construct an understanding of the world in which they live, through play and active learning.
- Communicate clearly and respectfully with children, families, colleagues, and members of the community, and work with them to benefit children's learning and development.

- Organize and manage a classroom to provide time, space, materials, and support necessary for a stimulating and safe learning environment.
- Reflect on teaching and learning, and use reflections to meet legal and moral responsibilities for professional growth and service to children and their families.
- Meet state licensure standards for communication and literacy skills, subject matter knowledge, teaching reading and language arts, and performance.

Elementary Education

The elementary education program at Elms College prepares initially-licensed teachers in Massachusetts for grades 1-6. Prospective elementary teachers draw on the content of the relevant curriculum frameworks to plan activities and sequential units of study that are standards-based. Elementary candidates practice a comprehensive approach to reading and writing and employ a variety of teaching techniques in content-area instruction.

Elms College students are competent, caring individuals who understand their legal and moral responsibilities to all children and seek resources from colleagues, families, and the community to enhance their learning.
They reflect critically upon their teaching experiences and identify areas for further professional development. Elms College candidates complete rigorous coursework in the classroom and related fieldwork in area schools.

Prospective elementary education students will be able to:

- Use subject matter knowledge in reading and language arts, children's and young adult literature, mathematics, history, social science, science, health, physical education, and the arts to plan curriculum and instruction.
- Communicate high standards and expectations when beginning and carrying out lessons that employ a variety of teaching techniques and reading and writing strategies.
- Promote achievement by all students, without exception.
- Create an environment that is conducive to learning.
- Meet legal and moral responsibilities for professional growth.
- Reflect critically upon teaching and learning.
- Meet state licensure standards for communication and literacy skills, subject matter knowledge, foundations of reading, and performance assessment.

Secondary Education

The secondary education program prepares prospective teachers to work with students in grades 8-12 in the areas of biology, English, history, or mathematics, or with students in grades 5-12 in Spanish. Program participants will be aware of realities of schooling, educational reform movements, and pedagogical research on best practices, and will be able to thoughtfully consider the best interests of students when allocating time or other classroom resources.

Prospective secondary teachers will be able to

- Plan curriculum and instruction based on state frameworks and appropriate pedagogy.
- Deliver effective instruction by infusing lessons with high expectations, sufficient learning opportunities, and meaningful achievement measures.
- Structure classroom climate and operation by establishing appropriate uses of time, space, and management strategies.
- Promote equity by working to build on the assets each student contributes to the classroom culture and motivate effort among all students.
- Meet professional responsibilities by maintaining an enthusiasm for both subject matter pedagogy and personal relationship building, while collaborating with colleagues, parents, and students.

English As a Second Language

Elms College's English as a second language (E.S.L.) teacher preparation program is based on the philosophy that being proficient in two languages is not only an asset, but also a necessity in today's global community. Elms College educates competent and caring E.S.L. teachers who understand migrant and immigrant students, who know how to effectively develop the English skills of these students, and who know how to teach content areas to their students using sheltered E.S.L. methodologies. Elms College's E.S.L. teacher
preparation program values a student's first language and culture. Candidates for licensure complete rigorous coursework relating to first and second language acquisition, linguistics, language assessment, methods of teaching E.S.L., and the historical, philosophical, and legal bases for E.S.L. and bilingual education. They also become skilled in an advanced use of the English language and in a foreign language to at least a novice level of college proficiency. Massachusetts' curriculum frameworks at the candidate's level of licensure are understood and implemented with appropriate sheltered E.S.L. methodologies.

Prospective teachers of English as a second language will:

- Have excellent command of the English language, appropriate for an Elms College graduate.
- Understand and apply theories of second language acquisition.
- Know the principles of linguistics, including phonology, morphology, syntax, semantics, and pragmatics of American English and its many variations.
- Explain the basic differences between English and other languages.
- Apply theories and methods of instruction in reading and writing in a second language.
- Effectively teach academic content to English language learners, combining the four language skills in interactive approaches.
- Utilize the curriculum frameworks at the appropriate level to plan instruction.
- Employ sound language assessment procedures.
- Select, administer, and interpret language assessment instruments.
- Outline the historical and legal bases for E.L.L. and bilingual education.
- Be knowledgeable about, and sensitive to, cross-cultural issues.

- Possess fluency at an intermediate college level in a language other than English.

Education Moderate Disabilities

The teacher of students with moderate disabilities program at Elms College prepares teachers to work with students with moderate disabilities, PreK-8 or grades 5-12. Candidates for licensure complete comprehensive coursework and related field experiences with students with moderate disabilities in schools and other appropriate settings. Elms College graduates are prepared to assume assigned roles and responsibilities required of the license, including instruction, assessment, individualized education plan (I.E.P.) development, collaboration, consultation, and liaison duties, as well as case management.

Prospective teachers of students with moderate disabilities will be able to:

- Implement appropriate instruction and strategies for students with mild to moderate disabilities, incorporating relevant curriculum frameworks.
- Apply theories and methodologies in assessing physical, emotional, intellectual, and social development in childhood and adolescence.
- Prepare, implement, and evaluate I.E.P.s and understand/demonstrate role responsibilities as case manager.
- Apply federal and state laws/regulations related to special education and serve as local resources to other agencies that might provide related services.
- Facilitate/collaborate in the design or modification of curriculum and instructional materials and support general education classroom environments for students with mild to moderate disabilities.
- Assist in preparing and monitoring students with moderate disabilities for appropriate general education classrooms.

Non-Licensure Programs

Education Studies

This is a major primarily designed for transfer students who do not have enough time in their program at Elms College to complete an entire licensure program within their undergraduate career. This is NOT a major designed to provide licensure. Students who would choose this major, although they may plan to teach at some point, will have to complete their licensure at the graduate level. They will also need to have completed at least 45 credits to be eligible to choose this major. This is NOT a major that can be elected by first year students.

Minor

The Education Studies minor would be attractive to students who might want to explore the field of professional education, without committing to a licensure program.

Early Care and Education Major Degree Completion Program: Greenfield Community College & Berkshire Community College

This program is designed for individuals who are employed in the field of Early Care and Education, who

do not wish to pursue a career as a licensed teacher in the public schools.

Division of Humanities and Fine Arts

English, the fine and performing arts, foreign languages, history, philosophy, and religious studies make up the Division of Humanities and Fine Arts, whose mission is to educate the whole person and to prepare men and women to be knowledgeable, principled, creative, and responsible members of a local and a global society. Through its programs, the division is thus central to the mission of Elms College, which educates – in faith, in heart, in mind - the whole individual.

Beyond equipping a student with marketable tools for making a living, the division's goal is to prepare students for life in the 21st century as fully educated citizens who will have acquired:

- An understanding of religion as a vital element of the human experience.
- A comprehensive vision not only of the present and the past, but also of the evolution of ideas and ideals of our civilization and of other cultures.
- An understanding of the humanistic and artistic traditions of the world.
- The basic structure for a life of learning about themselves, their society, and the world at large.

Fine Arts

The mission of the Fine Arts Department echoes that of the Elms College. As an integral part of the liberal arts core, the department fosters an understanding of scholarship through the arts. It promotes the exploration of multicultural art forms and of the connections that exist between spirituality and the arts.

The Fine Arts Department reflects the college's mission to challenge students' creative response to the demands of their chosen careers; to develop the students' communication skills; to enhance critical and evaluative thinking; to appreciate the arts and humanities and to apply artistic and creative skills. Furthermore, the department encourages students to combine the fine arts with other career-oriented fields such as business, media, education, and human services. The program in art offers a major in fine arts. Courses in the major require a sequence as the prerequisite basis on which to advance in the major concentration.

Students selecting art as a minor follow an abbreviated 18 credit version that affords them studio practice in two and three-dimensional expression and the two semester survey of art history. Students may undertake internships to allow for working choices among local publishing and business enterprises, television stations, museums, galleries, newspapers, and design companies.

Students in the baccalaureate program in fine arts will have a deep understanding of the humanistic and artistic traditions of the world and will have the necessary skills to express it. They will:

- Acquire an understanding of the fundamental elements and principles common to all the visual arts.
- Relate the arts to other fields of knowledge.

- Develop creative and analytical skills.
- Acquire the fundamental skills and demonstrate ability to produce 2D and 3D art.
- Demonstrate an understanding of the various cultural heritages.
- Develop powers of observation, description, and interpretation of art.

Asian Studies

The minor in Asian studies enables you to further your knowledge of this important region of the world through the study of language, culture, history, and religion.

Students in the Asian Studies minor will:

- Acquire a novice level of language proficiency in either Japanese or Chinese (Mandarin).
- Articulate broadly the history of the East Asia region.
- Describe and differentiate Asian religious traditions.
- Identifies and applies diverse perspectives to complex subjects across cultures.
- Demonstrate analytical and critical thinking skills through a variety of forms: e.g., oral presentations, essays, and cultural immersion.

This interdisciplinary minor provides a foundation for students to explore issues in areas such as politics, business, and education through a more global perspective, making it an ideal complement to either a professional or liberal arts major.

Students can focus on either China or Japan, and participate in study abroad opportunities to apply learning in a real-world environment. Elms College is the only member of the Cooperating Colleges of Greater Springfield to offer an Asian studies minor.

Bioethics and Medical Humanities

The Department of Bioethics and Medical Humanities (BMH) offers undergraduate and graduate programs of study that develop and sharpen comprehensive moral-analytic skills in the context of healthcare delivery and reception. Illness is often perceived in broad, all-encompassing terms, but the experience of illness, disease, and health is an individual phenomenon that can take on a variety of forms, meanings, and narrations. In contrast to the biomedical sciences, BMH programs focus more on meaning than on measurement. The bioethical analysis of illness, disease, and health heightens students' awareness of, and appreciation for, the *cura personalis,* or "care for the whole person," in healthcare. Students subsequently derive a greater understanding of the ethics and art of medicine, the importance of the clinician-patient relationship, the spiritual and emotional dimensions of disease, and the human experience of illness. All students in BMH programs will:

- Understand and analyze bioethics and medical humanities theory and methods as well as major applied topics.
- Critically relate bioethics and medical humanities with multidisciplinary fields, specifically in

connection to the ethical analysis of fundamental notions.
- Write and communicate in ways that (i) present cogent arguments; (ii) engage pertinent scholarly literature; (iii) demonstrate critical organization and analysis.
- Integrate academic learning with experiential learning as aspiring or current healthcare professionals.
- Serve as moral leaders with the knowledge, skills, competencies, and character traits necessary to provide ethical insight in the context of healthcare delivery and reception.

In a rapidly-evolving world in which technological advancement often outpaces moral analysis, graduates of BMH programs have been, and will remain, in increasingly high demand. In recent years, and particularly in the aftermath of the COVID-19 pandemic, BMH graduates have gone on to, remained in, and/or enhanced already successful careers in academic bioethics; academic medical humanities; clinical bioethics; health law; medicine; nursing; risk management; case management; social work; allied health; academic philosophy; academic theology; corporate compliance; organizational psychology; healthcare management; environmental biology; biomedical research; biotechnology; communication science; artificial intelligence; health policy; government; pharmacology; and biomedical science, among others.

English, and English with a Concentration in Writing

The Department of English offers a program of study that develops writing and speaking skills, fosters a critical and historical understanding of the English language and its literature, and instills a knowledge of current theories of interpretation of texts.

Complementing these goals, the program also makes a concerted effort to provide students with a foundation in the humanistic tradition in literature by exploring ethical, moral, and metaphysical questions concerning what it is to be human and what it means to be humane. Majoring in English or in English with a Concentration in Writing, at the Elms offers students excellent preparation for life, as well as for a living.

All students in the baccalaureate program in English (and in English with a Concentration in Writing) will:

- Experience the reading of literature drawn from the full spectrum of periods and genres, written by authors from a range of social, ethnic, and national origins.
- Acquire a critical and historical knowledge of the methodologies of reading and interpretation that can be used to interpret texts.
- Write in several modes for different audiences and purposes with an awareness of the implications - social and theoretical - these shifts raise.
- Develop communication strategies applicable to a wide range of career options.

In an ever-changing world, the skill set possessed by English majors will always remain in demand. Over the years, program graduates have demonstrated the value of a liberal arts grounding in clear writing, critical and analytic thinking, and literary appreciation by going on to successful careers in law, journalism, the arts, business, and education.

History

The History Department believes that historical perspective is crucial to a wider understanding of the challenges facing individuals, communities, and societies in the modern world. Our history program encourages students to evaluate historical events with a critical mind and understand how our society has developed and interacted with other parts of the world.

Departmental offerings allow students to interpret and critically analyze the past by providing foundational courses in American and World history, and specialized courses that cut across geographical studies and address the broader themes and issues. Although its area of specialization is western history, the department offers courses taught by experts in non-western areas and that reflect the multicultural nature of modern society.

By developing respect for other cultures and their contributions to the world, students become better citizens globally and in their own communities. In accordance with the college's mission statement, we challenge students to embrace change with confidence, and we believe that, by understanding the past, our students can effect positive changes in the community and in the world.

The History Department is committed to providing students with experiential learning opportunities such as independent research, and internships and courses taught in collaboration with local museums. We believe that experience working in the historical field deepens our students' knowledge of our discipline and helps to prepare them for future careers.

Students in the history program will:

- Develop a clear sense of historical time.
- Interpret and critically analyze the past.
- Demonstrate ability in doing historical research.
- Understand the principles and characteristics of historically important economic systems.

Humanities and Fine Arts

The Humanities and Fine Arts degree completion program at Elms College focuses on combined studies and research in the humanities and fine and performing arts emphasizing literature, history, art, music, philosophy and religion.

Literature, poetry, film, painting, music, religion — they all play an essential role in the production of culture. Studying the humanities at Elms invites you to closely examine written documents, historical artifacts, visual rhetoric, musical compositions, and more, and to interpret their meaning for audiences new and old. Humanities majors also focus on developing fluid writing and speaking styles adaptable to a range of careers.

PROGRAM: 42- CREDIT PROGRAM WITH 36-CREDIT MAJOR IN HUMANITIES AND FINE ARTS

Program Model
Students complete seven 8-week sessions in 14 months for a total of 14 classes at the 2000-4000 level. Students opt to complete an internship or directed study in lieu of 1-2 courses in sessions 5 and 6. Students choose the capstone session in session 5, 6, or 7 after they successfully complete session 4. (The capstone session will be offered twice a year.)

Coursework
All courses in the proposed program are existing courses in Art, Art History, Music, English Literature, Writing, History, Civics, Philosophy, Ethics, Bioethics, and Religious Studies. All courses are held online. Students will be expected to take at least 6 credits per term. Students who enter with fewer than 78 credits or who need additional credits to satisfy the core choose 3-18 credits in additional core and/or elective coursework.

Maximum of 6 Credits in Directed Study/Internship (facilitated by Elms HFA faculty)

Irish Studies

The Irish Studies minor is an interdisciplinary program, designed to complement either a professional or liberal arts major. The program includes courses on Irish and Irish-American history, and Irish language. We also offer opportunities for students to study in Ireland. In addition to course offerings, students will benefit from a close relationship with the Irish Cultural Center of Western New England (ICC) which co-sponsors the Fulbright Irish Language Teaching Assistant program at Elms College.

Music
One of the core objectives of the music curriculum is to guide the student to a deeper understanding and appreciation of music in its aesthetic, cultural, and social contexts. Music courses may be chosen to fulfill core curriculum requirements for the arts. To satisfy this requirement, students must earn a total of at least three credits. The Division of Humanities and Fine Arts offers a minor in music consisting of 18 credits.

To accomplish this, courses are offered:

- to develop performance proficiency in an instrument
- to develop theoretical, historical perception as well as cultural sensitivity

Philosophy

For many centuries, people have searched to find the answers to their questions regarding the origin and meaning of life, the nature of the world and the way we perceive it, individual rights and social obligations, ethical ways of behavior, logical thinking, and the existence of God. Philosophy is the field of study that examines these and similar questions through dialogue and thought. Philosophy is also the

history of these questions and of the answers proposed by many famous philosophers. Philosophy is one of the central disciplines of the liberal arts, and nearly all other fields have a philosophical foundation. There are
philosophies of art, religion, history, and science, to name a few. As an accompaniment to a student's chosen major, the minor in philosophy also aims to enrich the experience of the major by adding philosophy's analytical perspective.

Students who minor in philosophy will:

- Acquire an understanding of philosophy that deepens and builds upon the foundational core requirement.
- Develop experience in analytical thinking.
- Explore different schools of thought and varied perspectives on philosophical issues.

Religious Studies

The missions of Elms College and of the Religious Studies Department complement each other. The department functions from the belief that the teaching of the Christian faith begins and ends with the person, Jesus Christ. The Religious Studies Department seeks to stimulate an understanding of religion as a vital element of the human experience. To achieve this goal, courses are offered that help the student reflect on the faith and experience of the Christian community, not in isolation, but in relation to other faiths and world visions. On the undergraduate level, both a major and minor are offered in religious studies.

Students in the baccalaureate program in religious studies will:

- Demonstrate that they value the human search for meaning embodied in all religious faiths.
- Deepen their reflective skills and bring religious ideas to bear on contemporary life issues.
- Acquire research skills necessary to locate and work with primary and secondary religious resource materials.
- Be able to demonstrate knowledge of the major religious traditions of the world.
- Be able to demonstrate knowledge of the major areas of Christian theology.
- Acquire the scholarly and critical tools required for further study in graduate school and in other related professional careers.
- Maintain a portfolio with representative work of their coursework

Spanish Minor

From Spain to Latin America, the Caribbean, and the United States, Spanish is one of the most widely spoken languages today. Combining Spanish with a professional field such as nursing, criminal justice, communication science disorders, psychology, education, social work, and business will empower students to work and effect positive changes in their communities and in the Hispanic world.

The Spanish program supports Elms College's focus on an undergraduate education in the liberal arts and its commitment to an ethical value system emphasizing inclusiveness, respect for the individual, and service to others. The in-depth study of a language other than one's own has traditionally been an important element of a Catholic liberal arts education. It opens up the individual's experience to a multicultural vision of the world and to a diversity of value systems, past and present, through the study of cinema, literature and culture courses. Students in this field will develop cross-cultural awareness as well as advanced proficiency in the language preparing them to be professionally effective in a multicultural, multilingual society.

Division of Natural Sciences, Mathematics and Technology

The Division of Natural Sciences, Mathematics, and Technology (NSMT) consists of the departments of Biology, Chemistry, Mathematics, and Computer Information Technology. The **mission** of the division is to educate students to acquire a solid scientific, mathematical, and technological knowledge base; proficiency in scientific inquiry; and the ability to be a lifelong learner.

The Division of Natural Sciences, Mathematics, and Technology prepares its graduates to succeed in professional fields within biology, biotechnology, chemistry, computer information technology and security, computer science, life sciences, and mathematics, or to pursue postgraduate education. This is done by focusing on the student's need to master content knowledge within and outside their chosen discipline, as well as to develop analytic skills, communications skills, computational skills, leadership skills, and a professional awareness of his or her career field.

Specifically, the division is committed to providing an excellent education in our majors by helping students to acquire the following **learning outcomes**:

- Fundamental knowledge in their content areas.
- The ability to acquire and critically analyze information.
- The ability to draw connections among different areas of their majors and the liberal arts.
- The ability to effectively communicate knowledge and ideas to others both within and outside the majors of the division.

Biology Department Mission and Learning Outcomes

The mission of the Biology Department, consistent with the missions of the College and the division, and grounded in the tradition of the liberal arts, is to provide the student with a broad theoretical and experimental background in the major areas of biology as preparation for graduate study, research, biology teaching or medical, veterinary or other professional graduate programs.

Biology and Life Science Learning Objectives

The Biology department is committed to providing an excellent education in biology. With a 120-credit Bachelor of Science degree in Biology or Bachelor of Arts degree in Life Sciences, students will be able to:

- demonstrate their knowledge of biology spanning from molecular to organismal to ecosystem biology.
- collect and critically analyze information.
- effectively communicate knowledge and ideas to others both within and outside the field of biology
- use various pieces of equipment in the biology laboratory and apply various techniques in the biology laboratory.
- draw connections among different areas of biology and between biology and the liberal arts.
- explain the implications of biological and/or medical techniques or procedures might have on individuals (physically, psychologically, socially and ethically) and on the environment.
- demonstrate their knowledge on standardized test exams that have biology concentration questions for example MCAT and other healthcare related admissions exams, GRE Biology Subject Test, and MTEL for Secondary Education majors in Biology.

The Life Sciences major is a liberal arts degree that allows students interested in health sciences to design a major that focuses on biology. The flexibility of the degree allows students to pursue the science classes that most interest them. For the liberal arts degree there are a total of 36 credits required (2000-4000 level): 18 to 24 upper division credits (plus department prerequisites: General Biology I & II), and 12 to 18 credits in a related secondary discipline.

Life Sciences Major (36 credits plus 8 prerequisite credits)

Prerequisite biology courses (8 credits)

BIO 1203/1203L General Biology I Lecture and Lab (4 credits)

BIO 1204/1204L General Biology II Lecture and Lab (4 credits)

Biology courses 2000-4000 level (18-24 credits)

Secondary discipline 2000-4000 level (12-18 credits)

A secondary discipline that complements the primary discipline of biology will be chosen with the help of the advisor. Concentrations to consider: psychology, bioethics and medical humanities, coaching, or math.

Chemistry Department Mission and Learning Outcomes

The **mission of the Chemistry Department** is to give the student an understanding of chemical principles; to develop skill and accuracy in observation and measurement; to provide opportunities to demonstrate skills in problem solving, investigation, and interpretation; and to create an environment in which the scope of modern chemistry and its roles in world societies might be realized.

The learning objectives of the 120-credit Bachelor of Science degree in chemistry major are as follows. Students in the chemistry major will be able to:

- Demonstrate fundamental knowledge of the five foundational areas of chemistry spanning from general chemistry to physical chemistry.
- Collect and critically analyze information.
- Present information in multiple formats (report, poster, powerpoint etc.).
- Use various pieces of equipment and apply varied techniques in the chemistry laboratory.
- Draw connections among different areas of chemistry, and between chemistry and the liberal arts.
- Demonstrate knowledge on standardized test exams that have questions concentrating in chemistry (i.e. MCAT, GRE Chemistry subject test, or MTEL for Secondary Education majors in Chemistry).

Computer Information Technology Department Mission & Learning Outcomes

The **mission** of the CIT Department is to educate and support our students in developing their computational and analytical skills in order to succeed in careers or graduate study in computational IT fields.

The learning outcomes for the 120-credit Bachelor of Science degree in the Computer Information Technology & Security major, and in the Computer Science major, and for the 120-credit Bachelor of Science degree in the Biotechnology major, and in the Data Science & Artificial Intelligence major are as follows.

- Hardware/Software: Identify, use, and troubleshoot basic computer hardware and software.
- Ethics: Discuss, understand, and evaluate the ethical issues involving computer technology.
- Programming: Use problem-solving skills to design basic computer algorithms and programs.
- Network/Security: Understand networking basics, evaluate security threats and how to safeguard against them.
- Databases: Design and access database systems with SQL.
- Web: Design basic web sites with HTML and CSS.
- Teamwork: Develop communication, teamwork, and independent learning skills to be able to work in a professional IT environment.
- CITS majors will be able to demonstrate understanding of networking and cyber security issues at the level of an entry IT professional.
- CS majors will be able to demonstrate coding and software development skills at the level of an entry software developer.

Biotechnology Major

Covering the core concepts of biology, chemistry, health sciences, and other scientific disciplines, the 120-credit biotechnology Bachelor of Science degree at Elms College focuses on the practical applications of research aimed at benefiting society and improving human, animal, or environmental health.

Biotechnology minors gain valuable knowledge in the following:

- Emerging technologies.
- Writing cohesive scientific research papers outlining your hypothesis, methods, and results that can communicate to a number of different audiences.
- Cell/tissue cultures.
- Cell-based assays.
- Flow cytometry.
- Protein purification, quantification, analysis, assay, and handling.
- DNA extraction, quantification, analysis, and handling.
- PCR (polymerase chain reaction) and qPCR (quantitative polymerase chain reaction).
- Data computation and analysis skills.

Data Science and Artificial Intelligence Major

Data Science is an interdisciplinary field that uses scientific, mathematical, computational, and business analytic methods to process and analyze data. In our high technology, internet connected world, large volumes of data are being generated every day, and data scientists are needed to analyze and extract knowledge from this data. Data science is grounded in statistical and computational skills and can be applied to data analysis in many different fields including Biology, Biotechnology, Business, Finance, Health Sciences, Psychology and Social Sciences. Data Science applications often encompass Artificial Intelligence (AI) and its subfield machine learning (ML) which is increasingly affecting many fields. AI and ML require mathematical and programming skills to learn from data and predict future trends, and they can be applied to many different fields.

The DS-AI major will provide students with a strong foundation in data science and AI machine learning techniques, as well as a deep understanding of the underlying mathematical and statistical concepts. This interdisciplinary major will also provide students with practical experience through hands-on projects and focus areas tied to their fields of interest. This Bachelor of Science degree is a total of 120 credits.

- Required 10 Core Courses (30 credits)
- Focus Areas (12 credits) Courses from different Focus Areas may also be combined for these 12 credits.
- Computer Science and Machine Learning Focus Area (Choose 12 credits/4 courses)
- Mathematical and Statistical Analysis Focus Area (Choose 12 credits/4 courses)
- Biology and Biotechnology Focus Area (Choose 12 credits)
- Business Analytics Focus Area (Choose 12 credits/4 courses)
- Social Sciences Focus Area (Choose 12 credits/4 courses)

Mathematics Department Mission and Learning Outcomes

The mission of the Mathematics Department is to foster habits of systematic and precise thinking; to furnish in-depth preparation for the understanding and use of the language, principles, and concepts of mathematics and computer information technology, and to provide the logical skills and techniques needed in the applications of the mathematical sciences. The Bachelor of Science degree in Mathematics is 120 credits.

Mathematics Learning Outcomes are to demonstrate quantitative literacy through:

- Interpretation: Explain information presented in mathematical forms
- Representation: Convert relevant information into various mathematical forms
- Calculation: Calculate solutions to mathematical problems.
- Application and Analysis: Draw appropriate conclusions based on quantitative data, while recognizing the limits of this analysis.
- Assumptions: Ability to make and evaluate assumptions in estimation, modeling, and data analysis
- Communication: Expressing quantitative evidence in support of the argument or purpose.

Division of Social Sciences

Students may obtain a Bachelor of Arts degree with a major in communications science and disorders (CSD), criminal justice, legal studies, paralegal studies, psychology, speech-language pathology assistant (SLPA)or sociology. Social work majors receive a Bachelor of Science degree. Students may also obtain Associate of Arts degree as an SPLA Assistant. Each student graduates with career-ready skills and a strong commitment to social justice.

In order to provide experience outside the classroom, internships and clinical experiences are available and encouraged for psychology and sociology majors. They are required for communications sciences and disorders, criminal justice, legal studies, paralegal, speech and language pathology (SPLA) and social work majors.

Students may obtain Master of Arts or Masters of Science degrees and/or various graduate certificates with majors in Applied Behavior Analysis, Autism Spectrum Disorders, Communication Sciences and Disorders, or Social Work. See the Elms Graduate Catalog for details.

Communication Sciences and Disorders

The Communication Sciences and Disorders Program offers various undergraduate programs of study leading to a degree in one of two areas: speech-language pathology assistant (SLPA) or communication sciences and disorders (CSD).

Each program is designed to contribute to the liberal arts education of Elms College students by offering a blend of humanistic and scientific approaches to the study, research, and application of human communication theory. The online speech-language pathology assistant (SLPA) certificate program is designed for individuals who live in states that do not require a degree for a SLPA to practice. The two-year SLPA assistant major leads to an associate of arts (AA) degree. The four-year SLPA major and the four-year CSD major lead to a Bachelor of Arts (BA) degree. Only the BA in CSD prepares the student for graduate study in speech-language pathology, audiology, or in education of the deaf and hearing impaired. The SLPA major prepares the student for employment upon graduation, rather than graduate school. Students may also focus on CSD by choosing it as a minor, or by incorporating it into a professional studies major.

Knowledge Outcomes:

Demonstration of basic skills is expected at the undergraduate level. The majority of the following skills will be developed and refined at the graduate level:

A. The applicant must demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics, and the social/behavioral sciences.
B. The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
C. The applicant must demonstrate knowledge of the nature of speech, language, hearing and communication disorders and differences, and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
D. The applicant must possess knowledge of the principles and methods of prevention, assessment of, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.
E. The applicant must demonstrate knowledge of standards of ethical conduct.
F. The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.
G. The applicant must demonstrate knowledge of contemporary professional issues.

Skills Outcomes:

Demonstration of basic skills is expected at the undergraduate level. The majority of the following skills will be developed and refined at the graduate level. S majors are required to complete a **minimum** of 100 clock hours of supervised clinical experience in the treatment of speech and language disorders.

A. The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.

B. The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

C. At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

D. Supervision must be provided by individuals who hold the certificate of clinical competence in the appropriate area of practice. The amount of supervision must be appropriate to the student's level of knowledge, experience, and competence. Supervision must be sufficient to ensure the welfare of the client/patient.

E. Supervised practicum must include experience with client/patient populations across the lifespan and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

F. Clinical Practica 8 credits: The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve a number of skills outcomes. Specific information regarding these outcomes may be obtained from the director of CSD Program.

    1. Must demonstrate knowledge of basic human communication processes, including their biological, neurological, acoustic, psychological, developmental, and cultural bases.
    2. Must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders, delays, and differences, including their etiologies and characteristics, as well as their anatomical, physiological, acoustic, psychological, developmental, and cultural correlates.
    3. Must demonstrate knowledge of principles and methods of intervention for people with communication disorders, including consideration of anatomical, physiological, acoustic, psychological, developmental, and cultural correlates of the disorders.
    4. Must demonstrate knowledge of standards of ethical conduct.

Speech Language Pathology Assistant – Pre-Bachelor Certificate

Requirements for employment as a speech language pathology assistant (SLPA) vary by state and are not determined by the American Speech Language Hearing Association. Please be sure to check the requirements for employment as an SLPA in the state, in which you plan to work.

Students electing to complete the certification program will enroll in a course of study that will typically span four to six semesters. The 37-credit program consists of a sequential course of study in the normal process of speech, language, and hearing, the disorders of communication, and the remediation of these disorders.

Students must earn a GPA of 3.0 or better overall and in CSD courses, and a grade no lower than C in all CSD courses. Upon completion of this sequence of courses, the student will be prepared for entry into the field of speech language pathology as an SLPA, although the student must determine the requirements of the state in which she/he plans to work to ensure that the Elms College Online SLPA Certification Program meets those requirements.

Students must complete a 37-credit program and demonstrate the following knowledge and skills outcomes.

Knowledge Outcomes

Knowledge outcomes will be assessed through evaluation of the applicant's performance on tests, assignments, projects, course participation, and written papers.

1. Must demonstrate knowledge of basic human communication processes, including their biological, neurological, acoustic, psychological, developmental, and cultural bases.
2. Must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders, delays, and differences, including their etiologies and characteristics, as well as their anatomical, physiological, acoustic, psychological, developmental, and cultural correlates.
3. Must demonstrate knowledge of principles and methods of intervention for people with communication disorders, including consideration of anatomical, physiological, acoustic, psychological, developmental, and cultural correlates of the disorders.
4. Must demonstrate knowledge of standards of ethical conduct.

Skills Outcomes

The applicant must complete a **minimum** of 100 clock hours of supervised clinical experience in the treatment of speech and language disorders.

Supervision must be provided by individuals who hold the certificate of clinical competence in the appropriate of practice. The amount of supervision must be appropriate to the student's level of knowledge, experience, and competence. Supervision must be sufficient to ensure the welfare of the client. Skills outcomes will be assessed at the end of each session completed by the applicant's clinical supervisor.

Pre-Speech Pathology - Post Baccalaureate Certificate

The post-baccalaureate program is designed for students who intend to apply to graduate programs in pre-speech language pathology and audiology, including students who wish to improve their GPAs and who need to take prerequisite coursework for the first time in preparation for application to graduate programs. The post-baccalaureate program is entirely online and can be completed in 12 months.

CSD Course Offerings:

- CSD-3002 Phonetics (3)
- CSD-3007 Observation (4)
- CSD-2002 Anatomy and Physiology of Speech I (3)
- CSD-2004 Anatomy and Physiology of Speech II (3)
- CSD-3005 Speech and Language Acquisition (3)
- CSD-4003 Speech and Language Disorders: Pediatric Populations (3), Speech and Language Disorders: Adult Populations (3)
- CSD-3004 Speech Science (3)
- CSD-3001 Hearing Science (3)
- CSD-3006 Introduction to Audiology (3)
- CSD-4005 Aural Rehabilitation (3)
- CSD-4200 Introduction to Neuroscience (3)

Total Number of Courses: 12
Total Number of Credits: 37 credits

Non-CSD Course Offerings:

In addition to CSD course requirements, ASHA requires students to have courses in the following areas. These courses are not required for the master's degree itself, but are required to meet certification standards. All requirements can be met at the undergraduate level.

- Biological Sciences: BIO-1005 (3)
- Statistics: PSY 2002 (3) (main campus) OR MAT 1009 (3) (online)
- Social & Behavioral Sciences: PSY-1001 (3) (online); SWK-2004 (3) (online)
- Physical science: PHY-1003 (3)

Clinical Prerequisites:

A minimum of 25 hours of clinical observation of speech services by a licensed and certified speech-language pathologist are required for admission to ASHA certified master's level speech-language pathology programs. Students in the post-baccalaureate program will meet the clinical prerequisites by enrolling in CSD-3007A (2 cr.) and CSD-3007B (2 cr.), Clinical Observations: Methods and Techniques A and B.

Associate of Arts: Speech-Language Pathology Assistant (SLPA)

The AA in SLPA is an intensive two-year course of study. Students will enroll in courses recommended by the American Speech-Language Hearing Association (ASHA) as well as in courses required by Elms College to earn this degree. Requirements for SLPA vary by state. Therefore, prior to enrolling in this program students must contact the state in which they plan to work to determine its SLPA requirements.

Admission to the Major

Request for major status is through student application to the director of CSD program at the completion of the first year. Admission is based on a minimum 3.0 grade point average (GPA) in CSD courses and overall, successful completion of the 200 level CSD courses, and application review. Should a student earn a grade below C in a CSD course, that course cannot be applied toward major credit, and the course must be retaken. Students must maintain a 3.0 GPA in CSD courses and overall in order to retain major status and in order to graduate with an AA in SLPA.

Field-Based Experiences

The AA degree in speech-language pathology assistant at Elms College applies theory gained in coursework to a variety of experiences in clinical environments. Program affiliations with a broad range of schools afford students with opportunities to perform observations of therapy sessions. Students who qualify and who receive the permission of the program director will participate in a clinical internship(s) in the second year of the program.

Prior to enrolling in clinical practicum courses CSD 408 or CSD 415, the following requirements must be met:

1) Academic coursework with no grade lower than a C in CSD courses,
2) A minimum of 50 clock hours of pre-practicum/community service experiences,
3) A minimum of 50 clock hours of supervised clinical observations,
4) A minimum of 3.0 grade point average (GPA) in CSD courses, and overall
5) Permission of the program director.

Bachelor of Arts: Speech-Language Pathology Assistant (SLPA) and Accelerated 2nd Bachelor's Degree in SLPA

Students electing this major will enroll in a four-year course of study culminating in the B.A. degree. The 45-credit major consists of a sequential course of study in the normal processes of speech, language, and hearing, the disorders of communication, and the remediation of these disorders. Students must maintain a minimum 3.0 grade point average (GPA) in CSD courses. Any grade below a C in a CSD course cannot be applied toward major credit and the course must be retaken.

Students will enroll in courses recommended by the American Speech-Language Hearing Association (ASHA) as well as in courses required by Elms College to earn this degree.

Upon graduation, students will be prepared for entry into the field of speech-language pathology as a SLPA Potential employment may be in a school setting as a speech- language pathology assistant. This major is appropriate for students who wish to earn a four-year degree and to seek employment as a SLPA, but who do not wish to attend graduate school.

Admission to the Major

Request for major status is through student application to the director of CSD program at the completion of the sophomore year. Admission is based on a minimum

3.0 grade point average (GPA) in CSD courses and overall, successful completion of the 200-level CSD courses, and application review. Should a student earn a grade below C in a CSD course it must be retaken. Students must maintain a 3.0 GPA in CSD courses and overall in order to retain major status and to graduate with a BA in SLPA.

Field-Based Experiences

The BA degree in SLPA at Elms College applies theory gained in coursework to a variety of experiences in clinical environments. Program affiliations with a variety of settings afford students with opportunities to perform observations of therapy sessions. Students who qualify and receive the permission of the program director will participate in a internship in the fourth year of the program.

Prior to enrolling in clinical practicum courses CSD 408 or CSD 415, the following requirements must be met:

1) Academic coursework with no grade lower than a C in CSD courses,

2) A minimum of 50 clock hours of pre-practicum/community service experiences,

3) A minimum of 50 clock hours of supervised clinical observations,

4) A minimum of 3.0 grade point average (GPA) in CSD courses, and overall, and permission of the program director.

Communication Sciences and Disorders (CSD)

The Bachelor of Arts in communication sciences and disorders (CSD) is a four-year pre- professional program that prepares the student academically and clinically for graduate studies in speech-language pathology and/or audiology. It also provides a background for students interested in pursuing career preparation in special education or in teaching the deaf and hard of hearing. Students wishing to fulfill the certification requirements of the Massachusetts Department of Education and the American Speech-Language-Hearing Association must plan to seek a master's degree in speech-language pathology or audiology.

This clinical major consists of a sequential course of study in the normal processes of speech, language, and hearing, the disorders of communication, and an introduction to assessment and management principles. Students seeking other options plan their course of study with the program director. Students will enroll in courses required by the American Speech-Language Hearing Association (ASHA) and in courses required by Elms College to earn this degree.

Field-Based Experiences

The CSD major at Elms College applies theory gained in coursework to a variety of experiences in the professional environment. CSD Program affiliations with a broad range of schools, hospitals, clinics, and private practitioners afford students with opportunities to investigate career options, to perform observations of diagnostic and therapy sessions, to participate in supervised speech, language, and hearing screenings, and to participate in a clinical internship(s) in the senior year.

Requirements in the following areas must be met prior to enrollment in CSD 408, CSD 411, or CSD 415:

1) academic course work with no grade lower than a C in CSD courses,
2) a minimum of 50 clock hours of pre-practicum/community service experiences,
3) a minimum of 50 clock hours of supervised clinical observations,
4) a minimum of 3.0 grade point average (GPA) in CSD courses and overall, and
5) permission of the program director.

Criminal Justice

The Criminal Justice department's mission is to produce graduates ready to succeed in today's criminal justice and legal communities. In support of this mission, the department offers the following majors:

- Criminal Justice
- 3+3 pre-law agreement with Western New England University School of Law

Throughout the departmental course offerings, emphasis is placed on critical thinking, problem solving, and effective communication. The department seeks to prepare students for a broad array of career options and to instill intellectual curiosity and a strong sense of self. Departmental student outcomes include:

- Developing an understanding of the criminal justice and legal professions and their ethical obligations;
- Demonstrating critical thinking skills, including how to form sound and well-based judgments;
- Mastering effective communications skills: oral, interpersonal, and written;
- Demonstrating proficiency in using technology, including performing online research;
- Acquiring knowledge in criminal justice or law-specific subject matter areas; and
- Developing a commitment to continuing their professional growth.

A required internship is an integral part of the learning experience. Through the internship, students take their classroom learning and apply it in the work environment.

Student learning is also enhanced by additional out-of-the-classroom experiences, such as visits to local courthouses, participation in mock trials and negotiations, and trips to cities such as Washington, D.C. (visiting the White House, Congress, and the United States Supreme Court) or Boston (visiting the State House, Federal Courthouse, and the Supreme Judicial Court).

The Criminal Justice program is geared to train students for a career in law enforcement, the courts, or corrections. Our faculty is dedicated to teaching each of our students to make a vital difference in our criminal justice system by providing solid career preparation based on the strength of the liberal arts, enriched by values of integrity and commitment to restorative justice.

Our vision for the Criminal Justice program is to provide students with a quality advanced degree opportunity that encourages students to enhance their knowledge and skills in the legal system on a local, regional, and federal level. Elms College's unique criminal justice curriculum emphasizing integrity, critical thinking, and effective communication will help develop tomorrow's leaders. Students will develop an understanding of forensic science techniques used and an appreciation of the technological advances in the criminal justice field.

The criminal justice program takes a decidedly global perspective by examining issues from an international, federal, state, and local level. Students will study, among other areas of the discipline, the origins and causes of deviance, criminal law, criminal procedure, investigation, violence and victimization, and corrections and rehabilitation. We are committed to social justice in all aspects of the discipline.

All courses emphasize effective communication skills and experiential learning, including frequent field trips to area courthouses, correctional facilities, and probation offices.

Psychology

Psychology is the scientific study of mental process and behavior. The foundation of this program lies with the knowledge of major concepts and perspectives in psychology and the use of scientific reasoning to examine theories about human behavior.

Students in our program learn basic research skills and key concepts and overarching themes in psychology. In addition, students will also gain skills practical to professional work (e.g. communication skills, ethical standards, problem solving, project/time management, teamwork and collaboration).

The psychology program has a required core of foundation courses in addition to elected concentrations in experimental, clinical/counseling, or developmental psychology. A variety of elective courses are offered in topics including (but not limited to) biological, gender, social-cultural, psychological bases of behavior,

cognition, mental health, and human development. Students working with their advisors can individualize their programs.

The program prepares students to follow a wide range of postgraduate options such as graduate study, agency work, and work in related fields or businesses. All undergraduates will participate in active learning experiences that focus on development of personal and professional ethics, communication skills, and professional development.

Department of Psychology Outcomes: Successful undergraduates in the psychology program should demonstrate adequate skills in five outcome goal areas (APA Guidelines for the Undergraduate Psychology Major; American Psychological Association, 2016).

These program outcomes include:

1. Knowledge: Describe major concepts, perspectives, and major findings in psychology.
2. Scientific Inquiry and Critical Thinking: Demonstrate psychology information literacy and use scientific reasoning/problem solving skills: a. Design and conduct a basic research study; b. Incorporate sociocultural factors and how this may influence the scientific inquiry process.
3. Ethical and Social Responsibility: Develop ethical and socially responsible behaviors. a. Apply ethical standards for research and for self; b. Build interpersonal relationships; treat others with civility.
4. Communication: Develop effective skills in writing and presentations.
5. Professional Development: Develop skills in project management, teamwork collaboration, self-regulation, application of content to career goals.

Social Work

Social work is a rapidly growing and challenging profession that offers you the opportunity to make a difference in people's lives. Based on knowledge, scientific inquiry, and professional ethics, social work aims to promote individual and community development in settings such as hospitals, courts, mental health agencies, child welfare and correctional settings, and international settings, such as the United Nations.

Social workers recognize and respect cultural diversity, human rights, and social justice. As a student in our department, you will learn to work within the social work profession for a more humane and responsive world opposed to bigotry, oppression, and injustice.

The Council on Social Work Education has accredited our social work program since 1982. It is the oldest accredited undergraduate social work program in western Massachusetts, and is widely known and respected for training excellent social workers.

The social work curriculum prepares you for generalist practice with individuals, families, groups, organizations, and communities. The curriculum reflects critical contemporary issues and challenges faced by local, national, and global communities. The faculty makes a special effort to emphasize and integrate issues related to underrepresented and diverse populations.

Social Work Program Mission The mission of the social work program at Elms College is to educate students for beginning level, generalist social work practice that enhances and restores human and community wellbeing. The program, as does the college, exists for the personal, spiritual, and intellectual development of students. Students will be prepared to work for a humane, just, multicultural society and world community through a curriculum of liberal arts and professional social work foundations.

The program has respect for human diversity and has a commitment to prepare students to work for human rights and social and economic justice at the local, national, and international levels. Students are supported in developing competence in all areas of their professional education with special emphasis on communication skills, application of social work values, and scientific inquiry. Elms College Department of Social Work is located in the midst of multicultural, low-income communities, which provide opportunities for learning, practice and service. The program emphasizes preparation for practice with diverse populations and continues the mission of Elms College to educate first generation college students.

Social Work Program Competencies

The social work program prepares students for generalist practice through mastery of the following core competencies. Upon graduation, a student will be able to accomplish the following:

- Identify as a professional social worker and conduct him-or herself accordingly.
- Apply social work ethical principles to guide professional practice.
- Apply critical thinking to inform and communicate professional judgements.
- Engage diversity and difference in practice.
- Advance human rights and social and economic justice.
- Engage in research informed practice and practice informed research.
- Apply knowledge of human behavior and the social environment.
- Engage in policy practice to advance social and economic wellbeing and to deliver effective social work services.
- Respond to contexts that shape practice.
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Sociology

Sociology courses provide students with a historically and theoretically grounded knowledge of societies, cultures, and human groups. Sociology students develop an objective appreciation of social relationships and a deeper understanding of current social problems, alongside practical knowledge and skills associated with social science research methods. Sociology is integrated with other fields in the liberal arts curriculum.

The sociology major orients students planning graduate work in sociology, and affords a broad and valuable background to those interested in careers in education, law, business, public health, human services, government, social work, public/university administration, user experience research, or criminal justice.

Flexibility in course offerings makes it possible to combine sociology with other areas of study. As a second major, part of an interdisciplinary major, or a minor, sociology accommodates the student's academic interests and career aspirations.

All sociology courses are open to any student wishing to fulfill the social science requirement of the college core curriculum, and SOC 1001 is a good choice to provide a general background in the discipline. This introductory course is also required for all sociology majors, minors, and those students seeking an interdisciplinary major that includes sociology.

Upon graduation, a student will be able to accomplish the following:

- Describe the discipline's evolution and relationship to other social sciences
- Communicate knowledge of diverse societies, cultures, and human groups utilizing cultural humility and a historically grounded, intersectional perspective
- Summarize and evaluate interdisciplinary social science research
- Apply knowledge of research ethics and sociological research methods to design and implement qualitative, quantitative, and mixed methods studies
- Describe the impact of macro-level processes such as colonialism, imperialism, globalization, and urbanization on social institutions and inequities within and between contemporary societies
- Compare, contrast, and critique foundational theoretical perspectives and multiple theories developed within different time periods and cultural contexts
- Analyze a variety of macro and micro-level issues (such as social identities, interactions, problems, policies, and movements) across national and cultural contexts through a theoretically informed lens
- Identify and engage in practices that integrate sociological knowledge with the college's core values to promote community, justice, and positive social change.

Interdisciplinary Programs

Professional Studies

The bachelor of arts in professional studies major provides the opportunity for students to develop a broader range of courses than allowed by a single or double major program. It serves those students who wish to incorporate courses in professional programs such as accounting, business management, communication sciences and disorders, education, marketing, nursing, and social work with the wider college curriculum. The primary area of concentration must come from one of Elms College's professional programs. With the help of academic advisors, students in this major may design the interdisciplinary curriculum that best fits their individual plans.

This program also offers the flexibility sometimes needed by transfer students seeking to complete a degree.

B.A. Degree

Major in Professional Studies (Min. at Elms 18 cr. / Min. GPA 2.0) 1. All core curriculum and general degree requirements of Elms College must be met. 2. At least 36 semester hours distributed as follows: a. At least 18 to 24 upper division (200-400 level) credits (plus all department prerequisites) in a primary discipline of concentration from courses from one of the professional departments listed above. b. At least 12 to 18 credits in a secondary discipline or related disciplines of concentration. The registrar will assign the student an academic advisor, typically in the primary discipline concentration.

Liberal Arts

The Bachelor of Arts in liberal arts major provides the opportunity for students to develop a broader range of courses in the liberal arts and sciences than allowed by a single or double major program. The primary area of concentration must come from one of Elms College's disciplines within the traditional liberal arts and sciences (arts, biology, chemistry, computer information technology, English, history, humanities, mathematics, philosophy, psychology, religious studies, and sociology). With the help of academic advisors, students in this major may design the interdisciplinary curriculum that best fits their individual plans. This program also offers the flexibility sometimes needed by transfer students seeking to complete a degree.

B.A. Degree

Major in Liberal Arts (Min. at Elms 18 cr. / Min. GPA 2.0)

1. All core curriculum and general degree requirements of Elms College must be met.
2. At least 36 semester hours distributed as follows:
    a. At least 18 to 24 upper division (200-400 level) credits (plus all department prerequisites) in a

primary discipline of concentration from courses from one of the liberal arts departments listed above.

b. At least 12 to 18 credits in a secondary discipline or related disciplines of concentration. The registrar will assign the student an academic advisor, typically in the primary discipline concentration. When this major is used as a second major for teacher certification, more specific guidelines must be followed. See the chair of the Division of Education.

School of Nursing

The School of Nursing is committed to preparing graduates as professional, competent generalist in nursing who will seek to provide safe and effective health care in accordance with the mission of the college, and based on the ethical and practice standards of the profession of nursing and the practitioner's conscience.

Four programs offered within the School of Nursing award the Bachelor of Science in Nursing: the traditional baccalaureate curriculum for students who are not registered nurses, the accelerated second degree curriculum, the bachelor of science in nursing for registered nurses, and the bachelor of science in nursing for licensed practical nurses. All require a total of 120 credits to graduate. The other programs in the School of Nursing are graduate-level.

Nursing Academic Standards and Progression Policies

Students majoring in nursing at Elms College are required to follow policies and regulations specified in the *Elms College Catalogue*, *Elms College Student Handbook,* and *Elms College School of Nursing Student Handbook.*

Student progression in the Elms College School of Nursing Pre-Licensure Baccalaureate Nursing Program is based upon the successful completion of course and level objectives. Courses in each semester of the nursing curriculum are designed for achievement of increasingly complex learning outcomes. In addition, students in the School of Nursing must adhere to professional conduct and ethical behavior standards at all times. The Elms College School of Nursing Academic Progression Committee (APC) conducts a review of all student's academic progress to determine eligibility to continue in the nursing program.

1. In addition to all Nursing courses, a minimum grade of C+ (77%) is required BIO 2105 Anatomy and Physiology I, BIO 2105L Anatomy and Physiology I Lab, BIO 2106 Anatomy and Physiology II, BIO 2106L Anatomy and Physiology II Lab, BIO 2201 Microbiology, BIO 2201L Microbiology Lab, CHE 1905 Biochemistry, CHE 1905L Biochemistry Lab, MAT 1009 Statistics, PED 1408 Nutrition and Yoga, PHI 2408 Health Care Ethics, PSY 1001 General Psychology, SWK 2004 Human Behavior in Social Environment, SSD 3004 Introduction to Cultural Competence and **all designated**

NUR numbered courses.

If the student has no previous failures, they are eligible to repeat the course the next time offered in the traditional baccalaureate program if a seat is available, or at another institution pending course approval by the college Registrar.

If a student does not meet the required objective testing C+ (77) benchmark in NUR 2208 Pathopharmacology I, they may take NUR 2209 Pathopharmacology II and NUR 2201 Fundamentals of Nursing during the spring semester, and repeat NUR 2209 Pathopharmacology I over the summer at Elms College. If they successfully complete the retake of the course, they can progress to their junior year. If a student does not meet the required objective testing C+ (77) benchmark in NUR 2209 Pathopharmacology II, they may repeat NUR 2209 over the summer. If they successfully complete the retake of the course, they can progress to their junior year.

A student in the Accelerated Second Degree Program who does not meet the C+ minimum achievement in a required nursing course *is no longer eligible to be enrolled in the Accelerated Program Track*. The student is eligible to continue in the traditional baccalaureate program following repeating the required nursing course if they have no previous failures while enrolled in the program. All course syllabi provide specific evaluation methods and outline learning objectives so there is no confusion as to how the course grade is calculated.

2. Before registering for NUR courses, prerequisites as listed in the college catalog must be successfully completed. Nursing courses are planned in the Program's Curriculum Plan to maximize student learning as many courses build upon prior learning.

3. A minimum cumulative G.P.A. of 2.5 is required to be eligible to progress to the next level.

4. A Performance Improvement Plan (PIP) will be initiated when a student fails to meet a published course, laboratory, clinical, professional conduct, attendance, safety, or preparation expectation identified in the course syllabus, clinical evaluation tool, laboratory competency criteria, or School of Nursing policy. The PIP will identify the specific unmet criterion, required corrective action, timeframe for improvement, and consequence of failure to meet the plan. The student and course faculty will review the plan together.

5. Progression in clinical nursing courses include successful completion of classroom, nursing skills lab and clinical learning objectives

> A. Students who do not meet one or more published clinical objectives for a course are informed in writing by the course/clinical faculty. A PIP identifies the specific clinical objective or performance criterion not met and the required remediation. Three unresolved PIPs regarding clinical performance deficiencies within the same clinical course result in a clinical failure and review by the Academic Progression Committee (APC).

B. Failure in either the classroom, nursing skills lab, or the clinical component of a nursing course will result in failure of the entire course.

6. An individual required course within the nursing major may be repeated only once on a space available basis. In addition to all required nursing courses, the following courses, may be repeated only once if there is space available:

BIO 2105 Anatomy and Physiology I, BIO 2105L Anatomy and Physiology I Lab, BIO 2106 Anatomy and Physiology II, BIO 2106L Anatomy and Physiology II Lab, BIO 2201 Microbiology, BIO 2201L Microbiology Lab, CHE 1905 Biochemistry, CHE 1905L Biochemistry Lab, MAT 1009 Statistics, PED 1408 Nutrition and Yoga, PHI 2408 Health Care Ethics, PSY 1001 General Psychology, SWK 2004 Human Behavior in Social Environment, SSD 3004 Introduction to Cultural Competence and all NUR courses.

The course must be repeated the next semester it is offered, if a seat is available. A delay longer than one semester to repeat the course may jeopardize the student's ability to progress in the program. Upon repeating a course, a student who does not achieve a minimum of a C+ for the second time will **not be eligible** to continue in the nursing major. A student who fails a ***second course*** required by the nursing major is no longer eligible for the nursing major.

7. If a student chooses to withdraw from a course, it is their responsibility to communicate with the course faculty, their advisor, and the Registrar's Office. Course faculty will designate the course as W/S or W/U according to the specific criteria published in the School of Nursing Course Withdrawal Policy. A grade of W/U will not affect a student's Grade Point Average (GPA), but is considered a failed course in the nursing major.

8. Students with interruptions in the sequence of required clinical nursing courses (ex. leave of absence, withdrawal, or course repetition or part-time students) **will be subject to all policy and curriculum changes as they progress in the program.**

Nondiscriminatory Application
Progression criteria are applied consistently to all students. Progression decisions are based on the published academic, clinical, laboratory, attendance, and professional performance criteria applicable to the student. Approved reasonable accommodations will be implemented in accordance with law and College policy; accommodations do not waive essential academic or clinical requirements.

Clinical Experience Requirements

1. All students must have health clearance in accordance with state and affiliate agency health regulations before entering the first clinical course with appropriate updated documentation each year thereafter. It is the student's responsibility to return the necessary health clearance information using the School of Nursing clinical clearance form to the Elms College Health Center. Any student not in compliance with the health policy will not be allowed in the clinical area.

2. All students must carry personal health insurance while a student at Elms College.
3. Basic Life Support (B.L.S.) for Health Professional/Professional Rescuers (American Heart Association) certification in cardiopulmonary resuscitation (C.P.R.) is required before entering the second year. It is the student's responsibility to provide documentation to the nursing office by the required date and maintain certification throughout the program.
4. All students must carry personal liability insurance at the $1,000,000 / $3,000,000 level. Traditional students are assessed a yearly fee and will be included in a group plan arranged through the School of Nursing each September. Students who are registered nurses also are required to carry the same level of liability insurance coverage, and must provide evidence of their current active policy.
5. Traditional students are responsible for the purchase of the Elms College nursing uniform and basic nursing equipment as specified in individual courses.
6. Reliable transportation for all clinical and field experiences is the responsibility of the student.
7. Elms College and the Executive Office of Health and Human Services (EOHHS) of the Commonwealth of Massachusetts recognize the need to provide a safe environment for those we serve. Currently, Criminal Offender Record Information (C.O.R.I.) and Sexual Offender Registry Information (S.O.R.I.) clearances are required of nursing students for all EOHHS licensed, funded, or operated programs. Each student must complete a C.O.R.I. and S.O.R.I form, and clearance will be obtained prior to the first clinical course and at any interval thereafter as required by the affiliate clinical agency. Affiliate clinical agencies may not permit clinical placement in their agency to students with prior criminal records. Elms College is not obligated to provide alternate clinical placements for students who are denied or withdrawn from a clinical agency because of a C.O.R.I. or S.O.R.I. history.
8. Students must be aware that N.C.L.E.X.-R.N. applications for licensure require information about previous court convictions. The Board of Registration in Nursing requires detailed information from an applicant with any prior conviction to determine whether the applicant meets the statutory requirement of "good moral character." Some examples of court convictions include, but are not limited to: theft, assault, driving under the influence, and possession of controlled substances. Specific information and licensure application procedures will be provided by the School of Nursing.
9. Updated health and immunization documentation, C.P.R., C.O.R.I., S.O.R.I., and liability insurance must be updated each year by the date specified using the School of Nursing health clearance verification form. Students will not be permitted in the clinical area if the form is not completed as instructed.
10. As a result of some clinical affiliation requirements, clinical students may be required to have a comprehensive "4-Panel" urine drug screen with results provided to the Elms College Health Center and assigned clinical site prior to the beginning of their clinical work.
11. Fingerprinting is required by the state of Massachusetts for all nursing students completing clinical experiences within school systems and may be required for other community agencies (e.g. correctional facilities, Head Start).
12. Students must be physically, emotionally, and cognitively able to meet the *Essential Performance Standards for Nursing Majors* as outlined in the School of Nursing Undergraduate Nursing Student Handbook. Students will be asked to present evidence of physical and/or mental health prior to, or at

any time during, their enrollment in the nursing program.

Other academic policies and general policies for nursing students are published in the School of Nursing Undergraduate Nursing Student Handbook. It is the student's responsibility to be fully familiar with all information in the document and comply with all policies.

Undergraduate Course Descriptions

Applied Behavior Analysis

ABA 3002 Intro to Applied Behavior Analysis (3)

Students will learn the science behind human behavior, and how it can be applied to a variety of different settings. Students will learn the basic principles of ABA, and the focus of the class will be on practical applications for adults and children with and without disabilities. Topics include understanding why behavior occurs, communication skills, and changing behavior through different reinforcement and punishment procedures.

ABA 4001/5001 Behavior Management (3)

This 3-credit course covers introduction to the field of applied behavior analysis. Conceptual systems are covered, followed by the implementation of best practices including data collection and measurement, assessment, skill acquisition, behavior reduction, documentation and reporting, and professional conduct. The course is designed to give behavior management strategies to anyone working in human service positions. The course is designed to include the 40-hour training for the Behavior Analyst Certification Board's Registered Behavior Technician (2nd edition).

ABA 4700/4702 Advanced ABA Research (3)

Advanced ABA Research is a 3-credit course designed to provide students with an opportunity to discover, apply, and systematically replicate evidence-based practices to improve the developmental trajectories of young children and adults. The course is grounded in experiential learning and will include the entire applied research experience. Based on experience, undergraduate and first year students will help senior lab members on data collection and implementation of protocols, while senior students will develop research questions, propose them to the lab, implement the process, and prepare the project for presentation and publication.

Accounting

ACC 2001 Principles of Accounting I (3)

This course is an introduction to the basic concepts and standards underlying financial accounting systems. An emphasis is placed on financial statements and how they are affected by business transactions. The focus of this course is how accounting information is created and used as a decision support system.

ACC 2002 Principles of Accounting II (3)

This course is the second semester of a two-semester sequence in accounting principles. Students will complete basic financial accounting and move into concepts and computations of managerial accounting. Conceptual problems analyzed include accounting for cash, inventories, depreciation, long-term debt, investments, and periodic income of the business enterprise. Emphasis is placed on the value of reliable financial information, financial statements, and cash flow by management, stockholders, investors, and others in the decision-making process.

ACC 3001 Intermediate Accounting I (3)

This is the first professional-level accounting course. Students will gain a thorough foundation in the theory, principles, and practices of the accounting profession. It is designed to sharpen the students' ability to critically analyze accounting information, accounting theory development, and apply the theory in problem-solving situations. The course examines the following balance sheet accounts: cash, short-term investments, receivables, inventories, plant and equipment, and current liabilities. Conceptual problems included are inventory valuation, allocation of depreciation, and the time value of money. Requires use of Excel. *Prerequisite: ACC 2002.*

ACC 3002 Intermediate Accounting II (3)

This course is a continuation of ACC 301 and explores additional topics involving the use and interpretation of financial information. Emphasis is on examining the following balance sheet accounts: intangible assets, long-term investments, long-term liabilities, and the owner's equity section of the balance sheet. Accounting problems are addressed such as income tax allocation, accounting changes, and errors and corrections. Further examination is made of the useful analysis and interpretation of financial statements. Use of Excel is strongly recommended. *Prerequisite: ACC 3001.*

ACC 3006 Cost and Managerial Accounting (3)

This course presents a comprehensive view to the principles and classification systems involved in cost accounting as an informational decision-making tool of management. It studies the process used in determining the conditions of manufacture, the cost of a manufactured article, the costing of multiple products, indirect manufacturing costs, and recording indirect costs. It applies standard cost accounting techniques to the job order cost system and the process cost system. The course examines the recording of indirect costs and of flexible budgeting. It analyzes and interprets standard costs and variance analysis and material and labor control as used by management for cost control, policy-making, and record keeping.

This course includes an experiential learning component, and is taught in the computer lab using Excel. *Prerequisite: ACC 2002.*

ACC 3500 Accounting Information Systems (3)

This course helps students learn about accounting information systems (AIS). Students learn the fundamentals of accounting information systems and how it functions and fits into an organization. Using a cycles approach, the course introduces internal control procedures, covers basic elements of revenue and expense cycles, and enables students to become proficient with documentation techniques, such as flowcharting. The course focuses on the needs and responsibilities of accountants as users and developers of information technology. *Prerequisites: ACC 3002.*

ACC 4001 Auditing (3)

The course is designed to provide students with an understanding of the fundamental concepts of auditing. The objectives include principles and practices used by public accountants and internal auditors in examining financial statements and supporting data. Topics include planning and audit, audit reports and communication and evaluating internal controls. *Pre-requisite: ACC 3002 or the consent of the department.*

ACC 4100 Personal Taxes (3)

This course examines the fundamentals of the federal income tax structure as it affects individuals. Key concepts covered include gross income, personal and business expenses that qualify as tax deductions and tax credits. The tax treatment of self-employed individuals is explored in this class.

ACC 4200 Advanced Accounting (3)

This course is designed to provide the opportunity for the study of advanced accounting theory and practice in specialized areas. Areas of topic coverage are business combinations, creating consolidated financial statements and the basics of government and not-for-profit accounting. *Prerequisite: ACC 3002.*

ACC 4705 Capstone in Accounting (3)

The accounting capstone course is designed to synthesize knowledge gained through the entire accounting program and students will demonstrate mastery of various course competencies. Students will apply analytical and critical thinking skills to real-world cases analysis and arrive at recommendations or judgments that would be required in professional accounting positions.

ACC 4801 Career Development (3)

The Career Development course is designed to assist students with career exploration and to prepare them to be competitive candidates during the internship and job search process. This course covers the following topics: career planning, resume building, interview skills, professional etiquette and the power of networking. Students learn the importance of self- efficacy to achieve personal and professional success.

ACC 4802 Internship (4)

Students majoring in accounting participate in project-centered internships in keeping with their career interests and skills. Examples include, but are not limited to: “Big Four” public accounting firms, local and regional public accounting, corporate, private, and nonprofit accounting and finance, banking, and insurance industries. Each student is required to work 120 hours and maintain weekly internship journals directly related to learning goals developed in the internship preparation course. Through this experience, students are given the opportunity to convert classroom theory into practice. Prerequisites: minimum 2.5 cumulative average in the student’s major field of study and completion of ACC 4801. Non- traditional students or students who are not eligible for the internship may substitute a business elective, with approval of the department.

Art

ART 1001 Introduction to the Arts (3)

This course acquaints the student with the fine and performing arts. The study of works from various cultures and periods reflecting the unique point of view of the artist broadens the student’s own vision of the world. The focus of the course is the exploration of the arts to provide insights into creativity and the aesthetic experience. Students participate in discussion, studio work, performance, and museum visits as they improve critical skills in looking and listening. There is a lab fee for this course.

ART 1002 Basic Drawing and Design I (3)

This course will give students practice in organizing two-dimensional space through the application of the elements and principles of art. Students will be introduced to color and its expressive use. They will learn the definition and function of the elements of art as applied to representational, abstract, and nonobjective drawing. Students will explore the blending of basic techniques and creative thought leading to growth of personal style. There is a lab fee for this course.

ART 1004 Drawing II (3)

Students will explore further the development of stylistic skills through heightened perception of still life, human figure, and studies from the imagination. Method and materials are more widely explored, encouraging the fullest use of individual capacities. There are no prerequisites for this course. There is a lab fee for this course.

ART 2001 Painting I (3)

Students will investigate the application and effects of painting media on a variety of grounds. They will practice image making through pictorial composition, with stress on inventive experimentation. Students will study works of art from various cultural art heritages. There is a lab fee for this course.

ART 2002 Painting II (3)

Students will refine personal imagery through pictorial interpretations of figure and setting, still life composition, and imaginary theme. There are no prerequisites for this course. There is a lab fee for this course.

ART 2003 Color Exploration with Mixed Media (3)

This course explores the topic of color with approaches based on both theory and experience, while also introducing fundamentals of water-based paint and digital media. Classroom lectures will introduce painting materials and methods as well as the scientific, historical and contemporary context of color. Much of the class will be dedicated to experimentation with materials, in-class studio time, group collaboration, and critique. There is a lab fee for this course.

ART 2005 Word and Image (3)

This course explores the affinity between language and visual art. A series of studio workshops using word to inspire image frees the creative response in everyone. Students will develop projects connecting visual art in various media to text. Studios may include illustration, photography, video, painting, graphics, mixed media, and artist's books. Various thematic areas are investigated: e.g. social and political issues, the environment, myths and legends, poetry, and literature. While studio courses are often more technique-oriented, this interdisciplinary course aims at creative expression and active student involvement. There is a lab fee for this course.

ART 2008 Design II (3)

Three-dimensional forms are the focus of this advanced design course. The students will solve problems in spatial composition using a wide range of media. Assignments may include furniture design, sculpture, and architectural models. Students are expected to read and investigate the history of design with an emphasis on contemporary works. Fulfillment of a design contract for a final project is required. There are no prerequisites for this course. There is a lab fee for this course.

ART 2102 Special Topics in Art (3)

In any time and place, from ancient Greece to the contemporary Western world, early China to modern Africa, art takes its form from the technologies available and the philosophies and history that influence a culture. Not a survey course, it will explore the art from selected cultures, ancient to modern, through books, slides, and by working with various media to understand better the artistic processes that have been used throughout the centuries. There may be a lab fee for this course depending on the specific curriculum.

ART 2103 Global Art History I (3)

Students will study the art and architecture of ancient civilizations from the near East through the Greco-Roman period, Byzantine, and Islamic world. The course includes important work of the medieval period and culminates with the late Gothic period in Western Europe. Comparative studies with arts of non-western civilization such as India, China, pre-Columbian Central America, and Africa, provide the student with cross- cultural considerations. This course contributes to both the global/cultural awareness and the critical thinking/communication core requirements.

ART 2105 Global Art History II (3)

This survey course focuses on the art of Western Europe from the early Renaissance through the rise of modernism, and includes contemporary trends in Europe and the United States. A special emphasis is placed on painting and sculpture and the relationship of art to social and political currents. Students will compare these works with examples of arts from non-Western cultures. This course contributes to both the global/cultural awareness and the critical thinking/communication core requirements. There are no prerequisites for this course.

ART 3001 Women in Art (3)

This course will investigate the productive creativity of women in the visual arts from ancient to modern times. Students will become acquainted with the history of women through a study of their art and crafts. Traditional and feminist approaches to art history will be explored. Studios will allow the student to work in the styles and media of the women artists studied. There may be a lab fee for this course depending on the specific curriculum.

ART 3104 American Art (3)

The focus of this course is an overview of the painting, sculpture, and architecture of the United States from colonial beginnings to the expression of today, with attention to the 20th century struggle for stylistic independence from European influence.

ART 3108 Printmaking I (3)

This course explores several types of printmaking: relief, intaglio, planographic, and stencil through woodcut, linocut, paper plate lithography, monotype, and collagraph. Students will learn various techniques of plate and paper preparation, hand printing, and use of the presses. The culminating project of the class is to produce a portfolio or original prints using each of these methods. There is a lab fee for this course.

ART 3202 Watercolor Painting (3)

Students will learn fundamental approaches to effective use of transparent watercolor. Students will experiment with papers and tools, with color mixing and compositional invention and they will study oriental approaches to ink wash and watercolor painting. There is a lab fee for this course.

ART 3400 Pottery (3)

Students will be introduced to hand-building as well as glaze and non-glaze decoration. They will study pottery from various cultural art heritages. Advanced work may be undertaken through ART 400 Independent Study. There is a lab fee for this course.

ART 3405 Sculpture (3)

Students will explore additive and subtractive approaches to three-dimensional form. Skills are challenged by a variety of materials and sculpting tools. Students will study works of art from various cultural art heritages. Open to all majors. There is a lab fee for this course.

ART 3406 Sculpture II (3)

In this course, students will develop further a sense of design and structure of three-dimensional objects as a continuation of the student's exploration in Sculpture I. Students will further successfully explore composition and problem solving with regard to unique materials used in the creative process. Prerequisite: ART 3405. There is a lab fee for this course.

ART 4000 Independent Study (3)

The independent study option is open to art students who wish to develop an individual direction and expression on a more advanced level. Approval of course instructor and division chairperson is required. There may be a lab fee for this course depending on the specific curriculum.

ART 4008 Internships/Field Experience (3-6)

An internship is a guided practical experience for qualified juniors and seniors. Placement is chosen to enhance individual student interest in a particular area. A contract will be developed with the company and the college regarding the work and specific projects to be completed. A job experience portfolio and written submission of a final report are required.

ART 4200 Art Senior Thesis (3)

Students will prepare and present a final portfolio of their work. Additionally, they will acquire the skills necessary to create and exhibit their work in a senior exhibit at the Borgia Gallery.

Bioethics & Medical Humanities

NOTE: All Bioethics & Medical Humanities courses may be used to fulfill the ethics outcome.

BMH 3006 Medical Humanities (3)
Medical Humanities is an interdisciplinary field emerging at the intersection of the humanities (literature, philosophy, ethics, history, religion, etc.), social sciences (anthropology, cultural studies, psychology, sociology, health geography, etc.), and arts (theater, film, visual arts, etc.) that aims to investigate and interpret the profound effects of illness, disease, and health on patients, healthcare professionals, and the social worlds in which they live and work.

BMH 3007 Bioethics (3)

Bioethics examines current controversies and ethical problems that are raised due to advances in biology and biotechnology. The course will show the approaches used by most ethicists, and students will present the facts that are most relevant in contemporary debates. This course contributes to the critical thinking/communication core requirement.

Biology

BIO 1005 Biology: Human Applications (3)

An introductory one-semester course for non-science majors that introduces the student to biology through current issues and areas of study that are important today, especially as they relate to human health and decision-making in the future. This course can be taken to fulfill the natural sciences core requirement. Offered every spring. Odd spring: geared towards Education majors with a focus on Ecology. Even spring: geared towards CSD majors with a focus on A&P.

BIO 1008 Sustainability (3)

The provision of sustainable energy supplies for an expanding and increasingly productive world is one of the major issues facing civilization today. We will focus on the technical, financial, and logistical issues associated to the leading methods of energy production both macro and micro scale. This course can be taken to fulfill the natural sciences core requirement.

BIO 1100 Environmental Biology (3)

The course presents fundamental principles of ecology and the relationship of organisms to the environment. Topics to be studied include adaptation, nutritional needs of organisms, food chains, cycles and recycling in the natural environment, interrelationships among organisms, and human population dynamics. Topics on current ecological problems, such as global warming, acid rain, ozone depletion, and endangered species will evaluate the human impact on the environment. This course can be taken to fulfill the natural sciences core requirement.

BIO 1103 Forensic Science (4)

Forensic science by definition is the application of science to the law; the science aids law enforcement in solving crimes. Students will use documented crimes as case studies to examine the link between science and the law. Evidence will be tracked from the crime scene through the laboratory and into the courtroom. Lecture topics include the collection, preservation and analysis of biological, chemical, and trace evidence. Current issues as well as various forensic science disciplines will be explored. This course can be taken to fulfill the natural sciences core requirement.

BIO 1203 General Biology I (3)

Introduction to the study of biology at the molecular level. From the chemistry of life and the machinery of the cell to genes and heredity, this course covers the basic building blocks of life. Although it is the fundamental course for biology and related majors, this course is open to non-science majors. This course can be taken to fulfill the natural sciences core requirement.

BIO 1203L General Biology I Lab (1)

Laboratory follows the concepts covered in the lecture course, including the scientific method, experimental design, and the use of microscopes. The laboratory is required for biology majors.

BIO 1204 General Biology II (3)

Introduction to organismal, evolutionary, and ecological biology. Lecture explores the diversity of animal and plant life, including the relationships of the major groups of living things.
Although it is the fundamental course for biology and related majors, this course is open to non-science majors.

BIO 1204L General Biology II Lab (1)

Laboratory follows the concepts covered in the lecture course, especially organismal diversity. The laboratory is required for biology majors.

BIO 2105 Anatomy and Physiology I (3)

Anatomy and Physiology I is a study of the correlation between structure and function in the organ systems of the human body with an emphasis on homeostasis. The organ systems covered in this course include the skeletal, muscular, nervous, and integumentary systems.

BIO 2105L Anatomy and Physiology I Lab (1)

Anatomy and Physiology I Laboratory involves a study of structure and function in vertebrate specimens. In addition to the study of tissues, the organ systems covered in this course include the integumentary, skeletal, muscular, and nervous systems.

BIO 2106 Anatomy and Physiology II (3)

Anatomy and Physiology II is a study of the correlation between structure and function in the organ systems of the human body with an emphasis on homeostasis. The organ systems covered in this course include the endocrine, circulatory, respiratory, lymphatic, immune, digestive, urinary, and reproductive.

BIO 2106L Anatomy & Physiology II Lab (1)

Anatomy and Physiology II Laboratory involves a study of structure and function in vertebrate specimens. The organ systems covered in this course include the endocrine, circulatory, respiratory, lymphatic, immune, digestive, urinary, and reproductive.

BIO 2201 Microbiology (3)

This is an introductory survey course in the field of microbiology, with an emphasis on clinical microbiology. Topics include the diagnosis and treatment of infectious disease caused by microbes and biological agents. Many different diseases are used to study the diagnosis, treatment, and prevention of infectious disease. Through the study of pathogens, an understanding of microbial structure and function is attained. This course can be taken to fulfill the natural sciences core requirement. This course fulfills a Global Awareness requirement.

BIO 2201L Microbiology Lab (1)

Laboratory to accompany the lecture course.

BIO 2204 Potions, Poisons and Perfumes (3)

The secret life of plants—plants produce an astonishing array of toxic, enticing, useful products. This course will introduce the biology of plants and explore the discovery and human use of plant products for treating diseases (such as cancer and malaria) while covering a range of topics from chemistry to biosynthesis, to interactions with other organisms. This course fulfills the Global Awareness and Communication Intensive requirements and can be taken as a chemistry elective.

BIO 2204L Potions, Poisons, Perfumes Lab (1)

From plant identification, to creating salves, to complex experiments that span the semester, this class will explore plants from a variety of vantage points. We will read original literature and plan independent projects. This course may include learning how to analyze volatile organic compounds using a GC-MS.

BIO 2210 Genetics (3)

This is an introductory course in Genetics. It is designed to follow the course outline of BIO3201 at a slower pace with less complexity. It will cover classical genetics such as inheritance, Mendelian genetics, and population genetics. Molecular genetics will be mentioned but not studied. This course fulfills Communication Intensive and Global Awareness requirements.

BIO-2330 Biotechnology (3)

This course is an introduction to the field of biotechnology. A background in basic biotechnology concepts and disciplines. A wide range of topics will be discussed such as an introduction to genes and genomes, recombinant DNA technology, transgenic animals, and gene therapy, Proteomics and the use of protein databases and ethical issues in this area will be discussed. Students will review employment and careers in the biotechnology and biopharmaceutical industries.

BIO-2330L Biotechnology Lab (1)

Introduction to Biotechnology is designed to give students the working knowledge of techniques used in the biotechnology field, emphasis will be on solution measurements, preparation, and dilution. Students will learn gel electrophoresis, sample preparation, western blots, and protein isolation.

BIO 3001 Developmental Biology (3)

A presentation of embryonic development and differentiation in higher animals, including the human, with emphasis on underlying mechanisms, experimental and molecular aspects, and current concerns such as fetal research, cloning, genetic engineering, and stem cells. Laboratory work includes the study of normal development in live embryos, and an introduction to techniques of experimental embryology and tissue culture. *Prerequisites: BIO1203 and BIO1204.*

BIO 3001L Developmental Biology Lab (1)

From the single gamete cell to fertilization, cleavage, gastrulation up till the early formation of the nervous system, this lab will be a study of the molecular, cellular and genetic basis of early development in vertebrates and invertebrates.

BIO 3002 Morphogenesis (3)

A study of later development in vertebrates in general, but particularly in the human fetus, with emphasis on how complex organs are formed, how their specific patterns come into existence, and the defects in the process that result in developmental abnormalities. Prerequisites: BIO- 1203 and BIO-3001 or permission of the instructor.

BIO 3006 Medical Terminology (3)

This course is an online only course in medical terminology. Students will be expected to learn terminology for all systems of the body and medical terms for pathological situations as well. There are case studies for further investigation and application of terminology. This course fulfills most programs' requirement for medical terminology.

BIO 3101 Ecology (3)

Ecology is the study of the patterns of distribution and abundance of organisms in space and time. We will take a hierarchical approach first looking at species then populations and communities and finally ecosystems. Special topics will include biodiversity and extinction, the human population explosion, invasive species, and monocultures. Throughout the course the impacts of climate change on each of these topics will be discussed.

BIO 3101L Ecology Lab (1)

Field ecology and data analysis using spreadsheets is the focus of this laboratory which closely matches and reinforces the concepts covered in the lecture.

BIO 3103 Anatomy & Physiology I (3)

Anatomy and Physiology I is a study of the correlation and function in the organ systems of the human body with an emphasis on homeostasis. The organ systems covered in this course include the skeletal, muscular, nervous, and integumentary systems. Developmental aspects of each system along with various pathological conditions and current clinical applications will be explored through the use of journal articles and case studies.

BIO 3103L Anatomy & Physiology I Lab (1)

This is an introductory laboratory course for Anatomy & Physiology 1. This course assumes that the student does not have any background in Anatomy & Physiology but has had at least 1 year of biology at the college level. This course examines the cells and tissues of the body at the gross anatomical level as well as the microscopic anatomy (histology). This course integrates clinical components as the majority of students who are enrolled plan to go onto medical programs.

BIO 3104 Anatomy & Physiology II (3)

Anatomy and Physiology 2 is an introductory course that builds upon the material presented in Anatomy and Physiology 1. It is designed to help the student recognize the importance of structure and function for health and normal processes of the body. This course is meant to provide a strong foundation of normal and healthy anatomy and physiology such that students will be able to better understand the disease. Topics and organ systems that will be studied include Endocrine, Cardiovascular, Digestive, Respiratory, Urinary, Metabolism, Reproductive, Pregnancy, and Human Development. There will be some discussion of pathology throughout the course.

BIO 3104L Anatomy & Physiology II Lab (1)

This is an introductory laboratory course for Anatomy & Physiology 2. This course assumes that the student has taken the Anatomy & Physiology I laboratory and has had at least 1 year of biology at the college level. This course examines the cells and tissues of the body at the gross anatomical level as well as the microscopic anatomy (histology). This course does integrate clinical components as the majority of

students who are enrolled plan to go onto medical programs. Students are expected to come to the laboratory prepared to study and memorize structures and their specific functions.

BIO 3106 Cell Biology (3)

This course is a detailed study of the structure and function of the eukaryotic cell, with an emphasis on the cell membrane and the cytoplasmic organelles. Current concepts in cell communication, molecular targeting within cells and between cells are included in the topics of study. The laboratory will cover several techniques vital to the study of cells including histology and cell culture techniques. This course fulfills a Communication Intensive requirement.

BIO 3201 Genetics (3)

This is an introductory course in genetics. All aspects of genetics will be introduced including the areas of classical, population, biochemical, and molecular genetics. Transmission genetics and inheritance will be the primary focus of the course.

BIO 3201 Genetics Lab (1)

The laboratory will carry the concepts developed in the course to the bench. Students will develop and run their own research experiment, from experimental design to data collection, and culmination of their research in a formal presentation as a research paper and PowerPoint presentation.

BIO 3206 Molecular Biology (3)

This is an introductory course in Molecular Biology with a focus on nucleic acid molecular biology. The course studies the physical aspects of DNA and RNA and how that affects the expression of genes and the ability for us to manipulate DNA and RNA. *Prerequisites: CHE 2101 Organic Chemistry and BIO 3201 Genetics are recommended prerequisites for this class.*

BIO 3206L Molecular Biology Lab (1)

This introductory course in Molecular Biology focuses on manipulation of DNA for cloning, sequencing, PCR, and CRISPR experiments.

BIO 3300 Microbiology (3)

This is an introductory survey course in the field of microbiology, with an emphasis on clinical microbiology. Topics include the diagnosis and treatment of infectious disease caused by microbes and biological agents. Many different diseases are used to study the diagnosis, treatment, and prevention of infectious disease. Through the study of pathogens, an understanding of microbial structure and function is attained. The laboratory is reflective of the lecture.

BIO 3300L Microbiology Lab (1)

This is an introductory laboratory in Microbiology.

BIO 3305 Nutrition (3)

This is an introductory course in Nutrition. This course will focus on human nutrition. This course will provide an integrated overview of the physiological requirements and functions of protein, energy, and the major vitamins and minerals that are determinants of health and diseases in human populations. The role of nutrition in growth and health through the life cycle will also be studied.

BIO-3330 Advanced Biotechnology (3)

This course addresses advanced topics in biotechnology such as Stem Cell Research, Human Genome Project, Targeted Cancer Therapies, 3D visualization and augmented reality for surgery, vaccine technology, transplant organ development, CRISPR, 3D Printed Organs.

BIO-3330L Advanced Biotechnology Lab (1)

This course focuses on all aspects of growing, splitting and maintaining cells, including how to determine growth factors and solutions for healthy cells. The course covers cell fractionation and separation of cellular components by ultracentrifugation. Protein identification by ELISA is also covered.

BIO-3400 Immunology (3)

This course will introduce students to how immune systems protect an organism from infectious disease. Human immunobiology will be stressed, including why the human immune system sometimes fails us; for example, in individuals with HIV. Special topics covered in the course will include autoimmunity and autoimmune diseases, such as diabetes, rheumatoid arthritis, and lupus; transplantation biology, and allergies and the allergic response.

BIO 4004 Biology Seminar (3)

This communication-intensive course is a capstone experience for biology majors. Through student research, writing, presentations, and discussions, the course will explore in depth an important contemporary biological topic that has interdisciplinary aspects.

BIO 4009 Res/Independent Study (2)

This course allows independent study in some area of biology under the guidance, and with the permission, of one of the faculty. It may be taken for one or two credits per semester until a maximum of six credits is attained.

BIO 4009A Res/Independent Student (1)

This course is an independent study in some area of biology under the guidance, and with the permission, of one of the faculty. It may be taken for one or two credits per semester until a maximum of six credits is attained.

BIO 4010 Research Methods (1-3)

This course will give students an introduction to independent lab research. Students will learn lab techniques and will read the literature and perform literature searches to understand the context of their work in the lab. They will also attend research seminars off campus and/or online webinars. The semester will culminate in a written research proposal.

BIO 4011 Research Experience (1-3)

This course will give students an independent research experience. Students will read from the primary literature to understand the context of their work in the lab. They will also attend research talks. The independent research will be statistically analyzed and written up in a poster format which will be presented to the public.

BIO 4306 Biochemistry (3)

This course will focus on the study of chemical reactions that occur in living organisms with special emphasis on proteins, enzymes, lipids, carbohydrates, energy metabolism, acid base balance, and maintenance of homeostasis in the body. This course is vital for students planning to take standardized tests such as the MCAT. *Prerequisites: CHE 1201/1202 and CHE 2101 and at least 1 course in Biology.*

BIO 4306L Biochemistry Lab (1)

The lab focuses on protein biochemistry, specifically protein purification and analysis and enzyme function.

Business

BUS 2201 Computer Applications for Business (3)

To meet the challenges created by the increasingly important role that technology plays in our society, in this course students will gain hands-on experience with the most recent and widely used software programs. Students will complete introductory and advanced projects in Excel. Students will learn to write an academic research report using Word. Learning to design and create a database using ACCESS will be the final course project.

BUS 2402 Principles of Management (3)

Students learn the major concepts and principles of business organization and explore the management processes of planning, organizing, leading, and controlling. The emphasis of the course will be on the skills and knowledge needed to successfully manage an organization.

BUS 2408 Global Business Environment (3)

This is a study of the economic, political, and operational impact of conducting business in an international environment. Emphasis is placed on the historical development of trade theory, the cultural and social impact of globalization, and an evaluation of the role that cultural differences have on doing business internationally. The course evaluates the global economic environment. In addition, linkages in communication, education, financial systems, and standards of living are examined in terms of how they limit and/or encourage trade. The impact of trade on business operations is also evaluated.

BUS 2502 Principles of Marketing (3)

The role of consumers in society and their choices at the retail level are increasing dramatically. Consequently, the role of marketing in our society is discussed using a product, price, place, and promotional focus. This course is projected from the viewpoint of marketing management in a firm. The course focuses on providing students with an understanding of the latest marketing strategies such as internet marketing techniques.

BUS 2600 Legal Environment of Business (3)

This course is an examination of the legal environment of business including traditional business law topics such as contracts, agency, and property. In addition, regulatory topics are included such as labor law, securities law, and antitrust. This course provides the student with the skills necessary to understand the relationships among business, government, and the law within the contemporary business environment.

BUS 3101 Principles of Financial Management (3)

The principles underlying the nature, operation, and control of the corporation are studied through an analysis of its financial structure, practices, and policies. Emphasis is placed on financial markets, interest rates, the time value of money, financial analysis, and the analysis of short-term and long-term corporate financial decisions, including working capital management, capital budgeting, cost of capital, leverage, and debt and equity financing. This course is taught in the computer lab with extensive use of Excel. *Prerequisites: MAT 1009, ACC 2002.*

BUS 3107 Business and Society (3)

Within the context of the rapidly changing business environment, students explore the many non-market forces that affect the management and operations of the organization. They gain a deeper understanding of the meaning of social responsibility and the complex issues that managers confront in the 21st century. Students learn to identify, manage, and prioritize stakeholder relationships or issues, as well as develop strategic responses within the context of an ethical framework. Prerequisite: BUS 2402 for business majors.

BUS 3109 Personal Finance (3)

What will life be after college? Where will you live and work? Should you buy or lease a car? Is it better to rent an apartment or buy a house? How much money do you spend every week on entertainment, gas, and other living expenses? Can you really afford those expenses? Answers to these questions are explored in this life skills course that introduces a variety of topics impacting students' everyday personal and financial lives. The Internet will be used extensively to explore the answers to life's hard questions. Career planning, financial planning, insurance needs, major asset purchases such as a home, investments, retirement planning, and wills and estates are examined in a life- cycle context. A secondary objective of the course is to introduce students to the stock market through investment simulation.

BUS 3302 Sales and Sales Management (3)

A sales training format is used to familiarize students with the issues of being involved in the field of sales. The planning, accomplishment, and management of the personal selling function and how it relates to the total marketing concept are components of the training format. It includes a discussion of and demonstration of direct selling skills. *Prerequisite: BUS 2502.*

BUS 3303 Advertising (3)

This course provides an in-depth examination of advertising strategy. The course looks at advertising in our society, the advertising within organizations, advertising's role in marketing, and the planning of copy, media, and research. Special kinds of advertising including online, transit, and billboard advertising are analyzed. Management of the social and legal aspects of advertising is also discussed. The latest online marketing, social marketing, and mobile application marketing techniques are explored. *Prerequisite: BUS 2502*

BUS 3401 Gender and Diversity in Management (3)

Students develop an understanding of and appreciation for the challenges and opportunities that diversity brings to the work environment. Sociological barriers, cultural values, and stereotypical attitudes are examined as students acquire the skills, attitudes, and patterns of critical thinking needed for effective leadership. *Prerequisite: BUS 2402.*

BUS 3402 Managerial Communications (3)

Students develop the skills in effective business communication, beginning with organizing the message to fit the audience, the purpose, and the situation. They learn how to express themselves clearly and articulately, both orally and in writing, to listen actively, and to use effective leadership skills. *Prerequisites: BUS 2402, 2201.*

BUS 3405 Human Resource Management (3)

Students gain knowledge of key aspects of an effective human resource management system that recognizes employees as the most important asset. Topics covered include employee selection, training and development, compensation and benefits, motivation, discipline, grievance handling, labor unions, and the partnership between line managers and the human resource function. *Prerequisite: BUS 2402.*

BUS 3500 Labor Relations (3)

A study of the labor-management relationship, the development and nature of the union organization, and the major laws affecting unions and their impact on the collective bargaining process. Current and prospective national labor problems are treated based on current legislative and antitrust instruments. *Prerequisite: BUS 2402.*

BUS 3605 Marketing Research (3)

An investigation into the role of the marketing research and decision-making of the marketing manager. The course focuses on the research process, the presentation of research results, and data analysis. *Prerequisites: MAT 1009, BUS 2502.*

BUS 3705 Organizational Behavior (3)

How to understand, motivate, and supervise people in work settings is the main emphasis in this course. Group dynamics and human reactions are studied via the case method and role- playing. The organization as a social system will be covered in depth. *Prerequisite: BUS 2402.*

BUS 3707 International Marketing (3)

An examination of the theory and practice of a national or multinational company trading in world markets, focusing on developing a strategic marketing plan for this environment from a cultural, political, and economic point of view. *Prerequisites: BUS 2502, BUS 2408.*

BUS 4800 Business Strategy (3)

This business course is the culminating capstone course for all students majoring in accounting or business, and is designed to reinforce and test what they have learned throughout their coursework. Students work in competitive teams to bring together key concepts and skills from accounting, economics, finance, management, law, and marketing. A business ethics component focuses on helping students develop a framework for making ethical decisions. The organizing element of the course is an online

international business simulation. This is a sophisticated model of a competitive business environment that requires teams to analyze data, consider options, test decisions, and then put their business judgment on the line against other teams. The course will be taught in the computer lab, and students will make several formal business presentations to faculty and community business leaders. Students in this course will also complete the comprehensive business exam. Prerequisite: All 2000 and 3000 level business management required courses must be completed, and student must have senior standing.

BUS 4801 Career Development (3)

The Career Development course is designed to assist students with career exploration and to prepare them to be competitive candidates during the internship and job search process. This course covers the following topics: career planning, resume building, interview skills, professional etiquette and the power of networking. Students learn the importance of self- efficacy to achieve personal and professional success.

BUS 4802 Internship (4)

Students majoring in management, accounting, marketing, and sport management participate in project-centered internships in keeping with their career interests and skills. Through daily internship journals, completion of an internship project, and reports on the learning accomplished through the internship experience, students are given the opportunity to convert classroom theory into practice. Prerequisites: minimum 2.5 cumulative average in the student's major field of study, completion of all 2000 and 3000 level business courses, and completion of BUS 4801. Non-traditional students or students who are not eligible for the internship may substitute a business elective, with approval of the department.

BUS 4900 Independent Research Project

Open to selected students, this project reflects the culmination of the four-year study of business management at the college. Students with strong academic achievement, motivational skills, and independent learning ability may submit study proposals at the time of course registration, to be approved by the end of the first week of classes. Students must obtain the advance written permission of the supervising faculty member and the division chair before registering for this course.

Chemistry

CHE 1003 The World of Molecules (3)

The purpose of this course is to introduce the basic principles of chemistry to the non-science major in a non-intimidating way. Through lectures, discussions and hands-on experiences, students will investigate the fundamental ideas of chemistry, learn in what ways chemistry is relevant to their daily lives, and gain an understanding of how science works.

CHE 1201 General Chemistry I (3)

A study of the fundamental facts and theories of chemistry. Topics include: chemical formulas, mass-mole relationships, gases, atomic structure, bonding, thermochemistry, liquids, and solids.

CHE 1201L General Chemistry I Laboratory (1)

This laboratory course designed to accompany and reinforce the concepts covered in CHE 1201 general chemistry lecture. This course covers topics of chemical formulas, mass-mole relationships, atomic structure, stoichiometry and properties of gases, the fundamental facts and theories of chemistry.

CHE 1202 General Chemistry II (3)

A study of the fundamental facts and theories of chemistry. Topics include: solutions, gas equilibria, kinetics, acids and bases, solution and precipitation equilibria, complex ions, thermodynamics, and electrochemistry

CHE 1202L General Chemistry II Laboratory (1)

This laboratory course is designed to accompany and reinforce the concepts covered in 1202 general chemistry lecture. This course covers topics of chemical formulas, mass-mole relationships, atomic structure, stoichiometry and properties of gases, the fundamental facts and theories of chemistry.

CHE 1905 Bio-Organic Chemistry (3)

A study of the principles of organic and biochemistry relevant to the health sciences. Basic concepts in general chemistry (atomic structure, bonding, etc.) will be covered in the first two weeks of the course. *PREREQUISITE: one year of high school chemistry or one semester of introductory college chemistry.*

CHE 1905L Bio-Organic Chemistry Laboratory (1)

An investigation into the chemistry of the biological and organic compounds pertinent to the health sciences. *PREREQUISITE: one year of high school chemistry or one semester of introductory college chemistry.*

CHE 2101 Organic Chemistry I (3)

A theoretical and practical study of the chemistry of carbon compounds with particular stress on molecular structure, synthesis, and reaction mechanism. Prerequisites: CHE 1201 and 1202.

CHE2101L Organic Chemistry I Lab (1)

The laboratory course will focus on teaching fundamental techniques in the organic chemistry laboratory: methods to separate components of a mixture, methods to purify an impure compound and techniques for synthesizing organic compounds. The laboratory will engage students in using laboratory methods as a tool for learning about reaction mechanisms. *Prerequisites: CHE 1201 and 1202.*

CHE 2102 Organic Chemistry II (3)

A study of the fundamental facts and theories of chemistry. Topics include thermochemistry, gases, liquids and solids, solutions, gas equilibria, kinetics, acids and bases, solution and precipitation. equilibria, complex ions, thermodynamics.

CHE 2102L Organic Chemistry II Lab (1)

The basic techniques that were taught in CHE 211L will be applied to more advanced applications: multi-step synthesis, mechanism studies, etc. A good portion of the lab will be devoted to a study of spectroscopic methods: IR, NMR, UV/VIS spectroscopy. *Prerequisites: CHE 1201, CHE 1202; CHE 1201L, CHE 1202L; CHE 2101 & CHE 2101L.*

CHE 3007 Physical Chemistry I (3)

A study of the principles of thermodynamics, atomic and molecular structure, kinetics, and electrochemistry. Prerequisites: PHY1005, 1006, MAT1301,1302, CHE2101, 2102, CIT2103, or permission of the instructor.

CHE 3007L Physical Chemistry I Lab (1)

This course entails carrying out experiments whose purpose is to study the fundamental physical and chemical properties of matter. This will include a study of gas laws: both ideal and real gases, the thermochemical behavior of substances, the particulate nature of matter, and the thermodynamic properties of gases and the thermodynamic parameters of chemical reactions. *Prerequisite: one year of college - level general chemistry (e.g. CHE 1021 & CHE 1022) two semesters of physics (e.g. PHY 1005 & PHY 1006, and one year of calculus (MAT 1301 & MAT 1302).*

CHE 3008 Physical Chemistry II (3)

A study of the principles of thermodynamics, atomic and molecular structure, kinetics, and electrochemistry. *Prerequisite: CHE 3008.*

CHE 3008L Physical Chemistry II Lab (1)

This course features experiments whose objective is to study the fundamental physical and chemical properties of matter. This will include (1) a study of the thermodynamics of phase changes and chemical reactions, (2) the analysis of the activity and activity coefficient properties of dissolved substances, (3) a study of the kinetics of chemical reactions, (4) an investigation of the wave properties of electrons in molecules, and an analysis of the motions of molecules, and an analysis of the motions of molecules through the application of spectroscopic methods. *Prerequisites: one year of college -level chemistry (e.g. CHE 1201 & CHE 1202), two semesters of physics (e.g. PHY 1005 & 1006), one year of calculus (MAT 1301 & MAT 1302), and Physical Chemistry 1 (CHE 3007 & CHE 3007L).*

CHE 3102 Spec/Identifying Molecular Structures (3)
An introduction to the interpretation of spectrometric data for identification of organic compounds.

CHE 3205 Advanced Inorganic Chemistry (3)

A study of the principles of thermodynamics, atomic and molecular structure, kinetics, and electrochemistry. PHY 1005-1006, MAT 1301-1302, CHE 2101-2102; CIT 2103 (Programming), or permission of the instructor.

CHE 3205L Advanced Inorganic Chemistry Lab (1)

This course features experiments whose purpose is to study the fundamentals of inorganic chemistry. This involves an examination of fundamental properties of ionic and inorganic molecular compounds, including the molecular structure of compounds, the spectral behavior of inorganic substances and synthesis of inorganic compounds. *Prerequisite: one year of college-level general chemistry (e.g. CHE 121 & CHE 122 and one year of calculus (MAT 131 & 132).*

CHE 3307 Analytical Chemistry (3)

An introduction to the principles and practice of inorganic quantitative analysis. *Prerequisites: CHE 1201 and 1202.*

CHE 3307L Analytical Chemistry Lab (1)

CHE3307L is a laboratory course designed to accompany and reinforce the concepts covered in CHE3307 analytical chemistry lecture. This course covers analytical techniques in gravimetric analysis, titration, and spectrometry among others.

CHE 3308 Instrumental Analysis (3)

An introduction to the theory and practice of modern instrumental methods of chemical analysis with integrated laboratory exercises that include use of spectrophotometers, chromatograms, electroanalytical equipment, and radiometric instruments. *Prerequisite: CHE 3307.*

CHE 4109 Directed Study and Research (2)

Study directed by members of the department. Work may include an original laboratory investigation, use of the literature, and interpretation of data. *Prerequisite: CHE 1201 and 1202.*

CHE 4109A Directed Study (1)

Study directed by members of the department. Work may include an original laboratory investigation, use of the literature, and interpretation of data. *Prerequisites: CHE 1201 & 1202.*

CHE 4200 Directed Study and Research (2)
Study directed by members of the department. Work may include an original laboratory investigation, use of the literature, and interpretation of data. *Prerequisites: CHE 1201 & 1202.*

CHE 4200A Directed Study (1)

Study directed by members of the department. Work may include an original laboratory investigation, use of the literature, and interpretation of data. *Prerequisites: CHE 1201 & 1202.*

Chinese

CHI 1001 Novice Chinese I (3)

An introductory course designed to introduce and facilitate the development of communicative competence during the first semester of college-level language study. While emphasis rests upon listening, speaking, writing, and reading skills, open-ended cultural activities also form integral parts of the syllabus.

CHI 1002 Novice Chinese II (3)

This course further develops concepts presented in CHI 1001 and continues the development of communicative competence. While emphasis rests upon listening, speaking, writing, and reading skills, open-ended cultural activities also form integral parts of the syllabus. This course contributes to the global and cultural awareness core requirement and satisfies the core foreign language requirement. Prerequisite: CHI 1001 or placement.

Computer Information Technology

CIT 1001 Introduction to Computers (3)

Students will gain in-depth knowledge of how a computer works, from its operating system to its different hardware components. Students will also be shown steps to thwart different computer system problems. The Internet, software applications, and computer security will also be covered.

CIT 1005 Cyber Culture (3)

Students will debate, discuss, and research the evolving nature of global human cultures as they exist in an ever-more digital world. Students will examine and critique several legal, ethical, commercial, and technological aspects of concepts such as digital entertainment, virtual identity, the Internet as a social landscape, and the portrayal of technology in popular culture.

CIT 1006 Cyber Ethics (3)

This course will focus on the ethical and social issues in the use and misuse of computer technology, with an emphasis on computer security. We will discuss professional codes of conduct in software engineering, hacking, cyber-crime, malware and their counter-measures, how computer technology impacts privacy, freedom of expression, and intellectual property, among other topics that involve computer technology and its social and ethical impacts.

CIT 1202 Concept Design (3)

Students will look at the analytical designs of computer programs and other systematic computer work. Taking into consideration functionality and the delivery system for the programs, the students will delve into the final layout stages of their own computer programming or system architectures.

CIT 2001 Technology Through Film (3)

In this technology survey course, students will explore a variety of different scientific discoveries through the medium of film. Online discussions of the material and the creation of digital presentations about the films form the core of the student's workload. An understanding of presentation software and Elms College's online course system is expected.

CIT 2100 Artificial Intelligence (3)

This course is an introduction and a survey of the field of Artificial Intelligence (AI). Some introductory programming is required.

CIT 2103 Introduction to Programming (3)

This course provides an introduction to computer programming using Python.

CIT 2104 Networks and Security (3)

This course provides an introduction to the fields of computer networking and computer security. Students will learn basic networking terminology, an understanding of computer security threats and attacks, and how to assess, secure, and safeguard the security of computer systems.

CIT 2105 Database Design and Management (3)

This course provides an introduction to database design and management. Students will learn to develop data models to design databases, and then to implement, use, and manage databases using SQL and database management software. Students will also learn how to create websites that access databases.

CIT 2210 Advanced Python Programming (3)
This is an advanced Python programming course covering object-oriented concepts, defining classes, inheritance, instantiating objects, using objects, dictionaries, sets, recursion, web interfaces, and GUI concepts. *Prerequisite: CIT 2103 or permission of the instructor.*

CIT 2506 Web Design (3)

This course provides an introduction to the fundamentals in website construction using HTML and CSS.

CIT 3005 A+ Cert: Hardware Maintenance (3)

This course will prepare students to take the CompTIA A+ Certification exam 220-901 on Hardware Maintenance. Prerequisites: CIT 2104 or permission of the instructor.

CIT 3100 Data Analytics (3)

This course introduces the field of Data Science and Analytics including data extraction, modeling, and visualization using Python and R programming, Tableau, and other tools.

CIT 3102 Advanced Programming (3)

This course is an advanced programming course including object-oriented programming, basic data structures and algorithms. *Prerequisites: CIT 2103*

CIT 3105 Computer Game Theory & Design (3)

This course introduces students to designing and programming computer games. The focus of the course will be hands-on development of computer games. Prerequisite: CIT 2103, or permission of the instructor.

CIT 3109 Network Administration (3)

This course is an introduction to tasks undertaken by network administrators including computer network design, management, and troubleshooting. *Prerequisite: CIT 2104.*

CIT 3200 System Administration (3)

This course is an introduction to tasks undertaken by system administrators in the Unix and Windows operating systems. *Prerequisite: CIT 2103 or permission of instructor.*

CIT 3300 Mobile App Development (3)

This course is an introduction to developing apps and websites for cell phones, tablets, and other handheld computer devices. *Prerequisites: CIT 2103*.

CIT 3302 Data Structures & Algorithms (3)

This course is an advanced programming course on complex data structures and algorithm design and analysis. *Prerequisite CIT 3102*

CIT 3405 Digital Forensics (3)

This course focuses on recovering and analyzing data from computer devices through digital forensics. Topics covered will include forensic tools, digital evidence detection and analysis, intrusion detection, and the investigation of other computer crimes.

CIT 3410 Ethical Hacking and Penetration Testing (3)

This course gives a holistic overview of the key components of information security and follows the Ethical Hacking Essentials (EHE) program which covers the fundamental concepts of information security, ethical hacking, and penetration testing. It equips students with the skills required to identify the increasing information security threats which reflect on the security posture of the organization and implement general security controls. The course is designed for those interested in learning the various fundamentals of information security and ethical hacking and aspire to pursue a career in information security. *Prerequisite: CIT-2104 or permission of the instructor.*

CIT 3415 Wireless Defense (3)

This course covers network security and defense: the processes of preventing and detecting unauthorized use of an organization's networking infrastructure. Topics covered include protecting networks and their services from unauthorized modification, destruction, or disclosure. Prerequisite: CIT-2104 or permission of the instructor.

CIT 3606 Web Programming (3)

This course covers advanced web programming using JavaScript and other web development tools to make interactive web pages. Server-side programming using databases will also be covered. *Prerequisite: CIT 2103, CIT 2506, or permission of the instructor.*

CIT 4105 Data Analytics Capstone (3)

This course is the senior capstone course where students will complete an individual data science project. *Prerequisite: CIT 3100*

CIT 4203 Professional Programming Project (3)

This course is a senior capstone course for computer science majors to create a large-scale programming project of their own choice.

CIT 4205 Special Topics (3)

This is a special topics course. *Prerequisite: CIT 2103 or permission of instructor. CIT 4506 Professional*

Web Design Project (3)

In this course, students create a portfolio website showcasing their work in CIT courses. *Prerequisite: CIT-2506 or permission of instructor.*

CIT 4705 Security Capstone (3)

This course is the senior capstone course concentrating on computer security. *Prerequisite: CIT 2104 or permission of instructor.*

CIT 4802 Internship (3)

Students work 140 hours in an internship in the IT field.

Communication Sciences and Disorders

CSD 1001 Introduction to Communication Sciences and Disorders (3)

This course provides an introduction to the field of communication sciences including language, speech and hearing. In the first part of the course, we will discuss the professions of speech- language pathology and audiology. The second sections will focus on normal development and basic anatomy of the speech, language, and hearing systems. In the final and longest section, we will discuss disorders in these areas.

CSD 1003 Sign Language I (3)

This course introduces the third most widely used language in the United States. Emphasis will be on learning grammatical structure, as well as on developing receptive and expressive skills. Cultural aspects of the Deaf community are introduced through readings and class discussions. This course satisfies the language requirement.

CSD 1004 Sign Language II (3)

This course furthers the development of receptive and expressive skills. Introduces the student to more complex lexical and grammatical structures, including signing space, body posture, and facial expression. *Prerequisite: CSD 1003 and/or permission of the instructor. This course satisfies the language requirement.*

CSD 2000 Professional Communication (3)

This course focuses on writing and other communication skills that are essential for professional practitioners in the field of Communication Sciences and Disorders. Students will complete a number of writing and oral activities, some of which will be specific to CSD competencies while others target more global communication which will be required at a professional level. A specific goal of the course is to help students become more effective writers to facilitate their academic and professional development for the demands of CSD.

CSD 2002 Anatomy and Physiology of the Speech Mechanism I (3)

This course will detail the anatomy and physiology of the human body as it applies to the field of speech-language pathology. Included will be an explanation of the skeletal, muscular, and nervous systems. The course will focus on respiration and on the central nervous system as they apply to the production of speech and language.

CSD 2003 Anatomy and Physiology of the Speech Mechanism II (3)

This course will detail the anatomy and physiology of the human body as it applies to the field of speech-language pathology. The course will focus on phonation, articulation, and resonance. *Prerequisites: CSD 2001, CSD 2002.*

CSD 2004 Phonetics and Phonology (3)

This course teaches students the International Phonetic Alphabet (IPA) in order to learn the principles of clinical transcription of verbal speech production. In addition, students learn other important aspects of phonetics, including diacritics, acoustic properties of speech sounds, and phonological process (i.e., articulatory trends). The emphasis of the course is practical, whereby students apply the content of lectures to actual applications. *Prerequisites: CSD 2001, CSD 2002.*

CSD 2005 Sign Language III (3)

Sign III is an intermediate-level course designed to encourage development of receptive and expressive skills through exposure to more sophisticated dialogue and narratives. Included are the use of classifiers, body posture, and more creative use of signing space. *Prerequisite: CSD 1004 and/or with permission of the instructor.*

CSD 2006 Sign Language IV (3)

In this advanced course, everyday communication is the centerpiece of every lesson. Topics include sharing information about our environment and us. Grammar is introduced in context, with emphasis on developing question and answer skills. Students learn conversational strategies and participate in interactive activities to allow them to rehearse what they have learned.

CSD 2007 Introduction to Linguistics (3)

This course investigates the four basic linguistic modalities of human communication (i.e., auditory comprehension, verbal expression, reading comprehension, and written expression) from a variety of perspectives. More specifically, linguistic performance (use) and competence (understanding) is viewed through developmental, theoretical, cognitive, and practical applications. Students engage in language labs every three weeks to facilitate understanding. *Prerequisites: CSD 2001, 2002.*

CSD 3001 Hearing Science (3)

This course will provide the student with an introduction to acoustics and psychoacoustics. It will also provide rather detailed information of the anatomy and physiology of the auditory mechanism both at the peripheral and central levels, as well as of pathologies that may occur at these anatomical sites. In addition to lecture, the method of teaching will include active participation on the part of the student, in order to ensure a working knowledge of the subject matter.

CSD 3004 Speech Science (3)

This course will provide an introduction to the physiology, perception, and acoustics of speech. The history of speech science will also be discussed. This course will consist of lectures and labs. *Prerequisites: CSD 2001, 2002, 2003, 2004.*

CSD 3005 Speech and Language Acquisition (3)

This course covers a variety of areas including theories of speech and language acquisition, the emergence and development of phonology, morphology, syntax, semantics, and pragmatics in children and throughout the lifespan. *Prerequisites: CSD 2001, 2004, 2007.*

CSD 3006 Audiology (3)

This course will introduce the student to the field of clinical audiology. Theoretical information, which is necessary to develop an understanding of various audiological assessments, will be provided. Basic audiological procedures, behavioral and electrophysiological site of lesion tests will be discussed. Practical experience with some audiological procedures will also be provided. The format of this course will include both lectures and hands-on experience. Also observations of audiological assessment procedures will be required. *Prerequisite: CSD 3001.*

CSD 3007 Observational Methods and Techniques (4)

This course will prepare students to participate in observation of evaluation and treatment of a variety of speech, language, and hearing disorders across client populations and clinical settings. Topic areas will include clinical methods, data collection and documentation, models of service delivery, professional standards and competencies, multicultural issues, and ethical considerations. *Prerequisites: CSD 2001, 2002, 2003, 2004, 2007, 3001, 3004, 3005. This course satisfies the civics outcome.*

CSD 3008 Diagnostic Procedures (3)

This course will provide participants with a working knowledge of speech-language diagnostic tools, procedures, and techniques specific to a variety of diagnoses and client populations. A number of communicative disorders will be discussed including adult neurological disorders, voice, fluency, phonology, child language, and articulation. Strategies for choosing, administering, interpreting, and reporting results of a variety of formal and informal diagnostic procedures for each diagnosis will be reviewed. *Prerequisites: CSD 2001, 2002, 2003, 2004, 2007, 3001, 3004, 3005.*

CSD 3909 Independent Study (1-3)

CSD 4003 Speech and Language Disorders: Pediatric Populations (3)

This course provides students with a working knowledge of speech-language intervention theories, strategies, and techniques specific to a variety of pediatric diagnoses and client populations. A number of speech-language disorders will be discussed including language, phonology, voice, fluency, and feeding and swallowing. Theories of intervention and therapeutic procedures for each disorder will be reviewed. *Prerequisites: CSD 1001, 2002, 2003, 2004, 2007, 3005, 3007*

CSD 4004 Speech and Language Disorders: Adult Populations (3)

This course provides students with a working knowledge of speech-language intervention theories, strategies, and techniques specific to a variety of adult diagnoses and client populations. A number of speech-language disorders will be discussed including language, phonology, cognition, voice, fluency, and dysphagia. Theories of intervention and therapeutic procedures for each disorder will be reviewed. *Prerequisites: CSD 1001, 2002, 2003, 2004, 2007, 3005, 3007*

CSD 4005 Aural Rehabilitation (3)

This course is intended to introduce to the student the process of rehabilitating a hard of hearing/deaf child or adult. The role of communication strategies, hearing aids, speech reading, auditory training, cued speech, sign language, and total communication in this process will be discussed. The effects of hearing loss on the linguistic as well as cognitive, behavioral, psychological, and social development of the hearing-impaired child will be reviewed. In addition, the reactions and the needs of the family of the hard of hearing or deaf child/adult will be explored. *Prerequisites: CSD 2001, 2002, 2003, 2004, 3001, 3004, 3005, 3006, 3007, 3008.*

CSD 4008 Clinical Practicum in Schools I (3)

This practicum is an introduction to clinical practice in speech language pathology; supervised experience arranged in area schools. This experience provides students with a graduated sequential program to develop basic clinical skills. Prerequisite: permission of program director.

CSD 4008L Clinical Practicum in Schools I Lab (1)

This course is an adjunct to CSD 4008, Clinical Practicum, and as such will meet weekly to discuss issues related to the practicum experience. Subjects for discussion will be student- driven and may include case reviews, clinical strategies, ethical concerns, and issues surrounding the supervisor/supervisee relationship. Each student is expected to bring a topic for possible discussion to each class. *Co-requisite: CSD 4008*.

CSD 4009 Clinical Practicum in Audiology (3)

This practicum experience is an introduction to clinical practice in audiology; supervised experience arranged in area schools, clinics, or hospitals; and a graduated sequential program to develop basic clinical skills. Prerequisite: permission of program director.

CSD 4009L Clinical Practicum in Audiology Lab (1)

A forum for the discussion of the clinical experience gained in CSD 4009. *Co-requisite: CSD 4009.*

CSD 4100 Seminar in Communication Sciences and Disorders (3)

This seminar is intended to provide advanced undergraduate students with an opportunity to investigate the field of C.S.D. in terms of its practical applications, rather than solely on a theoretical basis. The students will examine issues, will research topics, and will prepare and give a presentation to the class. Following the presentation the student will lead a class discussion. Among the areas to be examined are: 1) ethical issues, 2) professional issues, 3) intervention tools, 4) C.S.D. topics of particular interest to students, and 5) the application of theoretical and clinical information previously learned. *Prerequisites: CSD 2001, 2002, 2003, 2004, 2007, 3001, 3004, 3005, 3006, 3007, 3008, 4003, 4005.*

CSD 4101 Clinical Practicum in Hospitals (3)

This practicum is an introduction to clinical practice in speech language pathology; supervised experience arranged in area clinics or hospitals. This experience provides students with a graduated sequential program to develop basic clinical skills. *Prerequisite: permission of program director.*

CSD 4101L Clinical Practicum in Hospitals Lab (1)

This course is an adjunct to CSD 4101 Clinical Practicum, and as such will meet weekly to discuss issues related to the practicum experience. Subjects for discussion will be student- driven and may include case reviews, clinical strategies, ethical concerns, and issues surrounding the supervisor/supervisee relationship. Each student is expected to bring a topic for possible discussion to each class. *Co-requisite: CSD 4101.*

CSD 4104 Counseling Methods in Communication Disorders (3)

In this course, students will become familiar with the medical model of service delivery as well as with other models of counseling. Students will develop basic skills required to work effectively with patients and their families in one-on-one and group settings. The format of this course will be both lecture and in-class exercises. These in-class exercises will be designed to develop basic counseling skills needed to work with patients with communication disorders and their families. Student participation will be essential to this course. *Prerequisites: CSD 2001, 2002, 2003, 2004, 2007, 3001, 3004, 3005, 3006, 3007, 3008, 4003, 4005.*

CSD 4105 Clinical Practicum in Schools II (3)

This practicum is a continuation of clinical practice in speech language pathology; supervised experience arranged in area schools. This experience provides students with a graduated sequential program to develop basic clinical skills. *Prerequisite: permission of program director and CSD 4008.*

CSD 4105L Clinical Practicum in Schools II Lab (1)

This course is an adjunct to CSD 415 Clinical Practicum, and as such will meet weekly to discuss issues related to the practicum experience. Subjects for discussion will be student- driven and may include case reviews, clinical strategies, ethical concerns, and issues surrounding the supervisor/supervisee relationship. Each student is expected to bring a topic for possible discussion to each class. *Co-requisite: CSD 4105.*

CSD 4106 Clinical Practicum in Hospitals II (3)

This practicum is a continuation of clinical practice in speech language pathology: supervised experience arranged in area clinics or hospitals. This experience provides students with a graduated sequential program to develop basic clinical skills. *Prerequisite: permission of program director.*

CSD 4106L Clinical Practicum in Hospitals II Lab (1)

This course is an adjunct to CSD 416 Clinical Practicum, and as such will meet weekly to discuss issues related to the practicum experience. Subjects for discussion will be student- driven, and may include case reviews, clinical strategies, ethical concerns, and issues surrounding the supervisor/supervisee relationship. Each student is expected to bring a topic for possible discussion to each class. *Co-requisite: CSD 4106.*

CSD 4200 Introduction to Neuroscience (3)

This course will focus on human neuroanatomy and neurophysiology as they relate to the field of communication sciences and disorders. Normal CNS development, structure and function, as well as the pathogenesis and progression of neurologically based communication disorders will be covered.

Criminal Justice

CRJ 1001 Introduction to Criminal Justice (3)

In this course you will examine the three entities that make up the criminal justice system— courts, corrections, and law enforcement. This examination will include an international, federal, state, and local overview. At the end of the course, you will understand how these entities work separately and in conjunction with one another. Topics of interest to be discussed will include the impact of technology and the media on criminal justice system and how our constitutional rights are impacted with the war on terrorism and the debate over the death penalty. This course will help you decide which area of the criminal justice system appeals to your professional goals as a criminal justice practitioner. (Note: This course is the prerequisite for all other CRJ courses other than CRJ2600 American Legal Systems.)

CRJ 2600 American Legal Systems (3)

Understanding the American legal system is vital for anyone, and especially for those of you wishing to become professionals within either the legal or criminal justice fields. Criminal justice professionals must understand and use the law on a daily basis. Focusing on the role of law enforcement, judges, prosecutors, and defense attorneys within the criminal justice system, you will come to understand how the federal and state legislative, executive, and court systems impact both the civil and criminal justice systems. Prerequisite: None

CRJ 2800 Principles of Criminal Investigations (3)

This course will cover, among other roles, the role of the first responder at a crime scene. The course will cover the protocol that must be followed in an investigation, evidence collection and documentation, and search methods. Various crimes, and the evidence to be collected within the dictates of the law, will be examined; examples will include sexual assault, drug, and alcohol cases and homicide scene analysis.

CRJ 3100 Policing in America (3)

The police profession will be examined from the federal, state, and local level. The history of policing will be reviewed. You will develop an understanding of the mission, organization, and requirements of the modern law enforcement professional organization. *Prerequisite: CRJ 1001*

CRJ 3102 Corrections and Rehabilitation (3)

This course provides an examination of the treatment of criminal offenders in the United States. Beginning with the history of punishment and the penal system and its relationship to current correctional philosophies, topics to be discussed include probation, the prisons, industrial complex, and parole. Other topics will include the death penalty and Restorative Justice. *Prerequisite: CRJ 1001*

CRJ 3402 Effective Communications for the Criminal Justice Professional (3)

The criminal justice professional, whether a local police officer, federal agent, probation officer, correction officer, or lawyer must be able to communicate through the written word in reports or the spoken word when on the witness stand or facing the glare of media cameras. The ability to communicate effectively is mandatory in this profession; this may be the most important course you take in preparation for your career. You will learn to write succinct reports, be comfortable speaking in public, and learn the verbal skills of an effective communicator whether dealing with a superior, a colleague, or member of the community. *Prerequisite: CRJ1001*

CRJ 3500 Probation, Parole, and Restorative Community Justice (3)

The rehabilitation of the criminal offender is one of the goals of the criminal justice system. In this course you will examine how our present day concepts of restorative justice and rehabilitation compare to their historical treatment within the criminal justice system; treatment alternatives will be reviewed. *Prerequisites: CRJ1001; CRJ3102*

CRJ 3600 Private Security (3)

The growing field of career opportunities in private security will be examined. Risk assessment from a management perspective for industrial, commercial, corporate and international entities will be reviewed. The overlap between public and private law enforcement will be analyzed. *Prerequisite: CRJ1001*

CRJ3700 Drugs, Guns, and Gangs (3)

The methods of operation of prominent gangs will be analyzed. The toll of gun and gang--- related violence will be examined from the offender and victim perspective. The macro--- examination will include the proliferation of the prison industrial complex in the United States. *Prerequisite: CRJ1001*

CRJ 3800 Global Perspectives in Criminal Justice (3)

The world has grown infinitely smaller with the Internet and instantaneous communication. Criminal justice professionals need to appreciate and understand foreign legal systems and foreign criminal justice systems; this course will provide that review as well as highlighting recent international criminal cases. *Prerequisite: CRJ1001*

CRJ3805 Organized Crime and White Collar Crime (3)

Organized crime is now global in reach --- this course will examine the consolidation of traditional criminal organizations across the globe including the Italian Mafia, Russian crime organizations, and the criminal enterprise of human trafficking. White collar crime, and the financial havoc it wreaks on the international and national scale, will be analyzed. *Prerequisite: CRJ1001*

CRJ 3900 Technology in Criminal Justice (3)

This course will review the latest advances in technology utilized by criminal justice practitioners. This will include the use of computer---aided mapping of crime, use of technology to secure and present evidence, and an overview of cybercrime. *Prerequisite: CRJ1001*

CRJ 3905 Homeland Security and Terrorism (3)

International law and the protection of the United States will be reviewed; the potential infringement on individual rights will be examined. A global perspective will be utilized when discussing foreign policy, nuclear weapons, terrorism, and the issues faced by law enforcement professionals in the international arena. *Prerequisite: CRJ1001*

CRJ 4600 Internship in Criminal Justice (4)

This is a supervised field experience for qualified students with the criminal justice major. Students are aided in securing an internship position in an approved professional criminal justice setting. *Prerequisites: minimum 3.0 cumulative GPA; senior standing; and department approval.*

CRJ 4800 Capstone Course—Ethics, Integrity Training, and Leadership Development

Members of the criminal justice system are given tremendous power over others in society. In order to effectively and humanely exercise that power, criminal justice professionals must exhibit the highest levels of ethical behaviors and integrity. Leadership is an ability that can be learned. This course reviews various leadership theories and uses practical application to illustrate those theories. *Prerequisite: CRJ1001; senior standing.*

Dance

NOTE: Dance courses may be used to fulfill the fine and performing arts core requirement.

DAN 1000 Survey of Dance Technique (3)

A survey of the techniques of classical ballet, jazz, tap, and modern dance. This course introduces these forms through dancing, readings, and viewings.

DAN 2100 Jazz Technique (3)

Students will be introduced to dance as seen on television, in musical theater, and in films. This class will stress isolation of body parts, coordination, and rhythmic awareness. Each class will conclude with a dance combination performed to the popular music of today.

DAN 2200 Modern Dance Technique (3)

This class draws upon the techniques of modern dance pioneers: Martha Graham, Doris Humphrey, and Merce Cunningham. The class will stress body placement, contrasts in movement qualities, and dance as a means of personal expression.

DAN 2300 Classical Ballet Technique (3)

Students will study classical ballet technique stressing proper body alignment. Each class includes barre work, center and adagio, pirouettes, jumps, and across-the-floor work.

Economics

ECN 2101 Economics I (3)

This course involves the macro-study of the American economic system. Topics include concepts of national income and employment theory, determinants of unemployment rates, inflation rates, GNP, and public policy tools that can be used to promote macroeconomic goals.

ECN 2102 Economics II (3)

This course involves the micro-study of the American economic system. Topics include the characteristics of the American private enterprise economy including the basic concepts of demand, supply, production, prices, allocation of resources, and distribution of income.
Prerequisite: ECN 2101.

Education

EDU 1000 Introduction to Schooling and Education (3)

This course introduces students to the profession of teaching by examining economic, historical, sociological, and pedagogical issues in American education. Students learn about the challenges and rewards of teaching and learning in a diverse, rapidly-changing society. Students explore the ethics and legalities of teaching, as well as their own personal motivation and talent in working with children and youth. Major topics include classroom organization & design, principles of instruction, assessment, and equity issues related to education. Five hours of fieldwork are required.

EDU 1008 Writing for Educators (3)

Educators of the twenty-first century must have a command of written communication. EDU 1008 introduces prospective teachers to the demands of the profession in terms of written communication. Extensive skill practice and mastery are the hallmarks of this course. The course aims to teach students to become more conscious and aware of themselves as writers; to write clear and interesting prose and to defend and support their positions or beliefs in writing and in speech. Individual and group assistance on the mechanics of English (spelling, punctuation, capitalization) will be a major focus of this course.

EDU 2004 Introduction to Multicultural Children's Literature (3)
Sharing multicultural stories with children is the focus of this course. Cultivating children's love of, and response to, quality literature will be a major theme. Educators will explore ways to use stories to create a respectful and responsive environment that embraces diversity and the cultural heritage, experiences, and languages of children. Critical examination of representations of race, ethnicity, class, gender and/or sexuality in texts for children will be conducted. Evaluation of children's books for stereotyping and bias will be an important focus.

PSY 2104 Children's Learning and Development (3)

This course examines the characteristics of children and adolescents who follow typical and atypical patterns of development. It introduces students to theories of development and learning and looks at ways to observe learning experiences for students with a range of ability levels and learning styles. Five hours of fieldwork required.

EDU 2400 Intro to ASD in ECE (3)

This course will prepare early childhood educators to design curriculum and use appropriate instructional strategies to address the needs of children with ASD (Autism Spectrum Disorder). This course will provide foundational knowledge in applied behavior analysis (ABA) including the principles of behavioral intervention and assessment. Special emphasis will be given to ethical practice and evidence-based practice (e.g. discrete trial training, analysis of verbal behavior and direct instruction).

EDU 3002 Social Studies and Science Methods (3)

Students will develop standards-based curriculum experiences in both science (Earth, space, physical science, life sciences, technology & engineering) and social studies (history, economics, political science, and geography.)

EDU 3004 Methods of Teaching Mathematics (3)

This course examines elementary and middle school math curricula (PK-9) and includes opportunities for students to practice teaching math skills and concepts. Application of cognitive psychology, implementation of Common Core State Standards and the Massachusetts Mathematics Curriculum Framework, use of visual representations and concrete materials, and the importance of sense-making and problem solving are emphasized. Five hours of fieldwork required. *Prerequisites: EDU 1000, PSY 2104, EDU 3109 are recommended, but not required.*

EDU 3007 Current Approaches to Reading and Language Arts (3)

This survey course begins with early literacy approaches in the kindergarten and ends with content area reading strategies in the middle school. The course integrates reading with writing, speaking, dramatics, literature, and other media as students design lessons and thematic units that support literacy development. The course emphasizes a balanced approach to reading instruction that includes word study, phonics, reading for meaning strategies, and literature-based approaches. Classroom and formal assessment

strategies are emphasized. Ten hours of fieldwork required. *Prerequisites: EDU 1000, PSY 2104, EDU 3109.*

EDU 3008 Beginning Reading and Writing (3)

The course emphasis is on approaches to early reading and writing in a literature-rich curriculum. Topics of study include reading aloud, shared reading, the language experience approach, and interactive writing. Throughout the course, language development, print-rich environments, phonological awareness, and assessment are underlying themes. The writings of Clay, Fountas and Pinnell, McCarrier, Taberski, and other notable authors in the field are used to develop the topics that help teachers to master the ELA framework as it pertains to early literacy. *Prerequisite: EDU 3007.*

EDU 3101 Writing Workshop (3)

This course examines the essentials of writing and the structures and changing curricula of the teaching of writing. Teacher and student modeling during drafting, revision, conferring, editing, and publishing are demonstrated; the 6 Traits of Writing are explored and used in lessons. Students prepare and present mini-lessons based on the Massachusetts English Language Arts Framework. Picture books are used as mentor texts to study the craft of authors.*Prerequisites: EDU 1000, EDU 3104, and PSY 2104 are recommended but not required*.

EDU 3108 Technology for Early Childhood Educators (3)

Technology, as integrated into three aspects of an early care and education teacher's life, will be explored. The first aspect is the use of technology for the teacher's own learning. The second theme will explore the appropriate use of technology in instruction with young children. The third theme addresses current developments in assistive technology for very young children with special needs.

EDU 3109 Students with Special Needs (3)

The successful inclusion of students with moderate disabilities is approached through lectures, readings, discussions, and activities designed to help participants gain an understanding of a variety of disability conditions, the laws which ensure educational equity for students with special needs, and general instructional and curricular modifications that teachers may be expected to make for students with special needs. Five hours of fieldwork required. *Prerequisites: EDU 1000, PSY 2104.*

EDU 3201 Curriculum for Early Childhood Inclusion Settings (3)

This course focuses on developmentally-appropriate practices, environments, activities, and materials for students with and without special needs in preschool and primary grades. This course prepares early childhood teachers who can help all young children develop their full

potential and reach high levels of achievement through mastery of the Massachusetts Curriculum Frameworks. Special attention will be given to the study of art and music, and the development of social skills in a group setting. Twenty hours of fieldwork is required in a public preschool inclusion classroom that follows developmentally appropriate practice. *Prerequisites: EDU 1000, PSY 2104, EDU 3109*

EDU 3207 Addressing Challenging Behaviors (3)

This course is an overview of developmentally-appropriate, effective guidance and classroom management techniques for the teacher of young children exhibiting challenging or acting-out behavior that may be disruptive, unsafe and explosive. A positive, proactive approach is stressed that incorporates research findings into the development of effective classroom management methods that work for all students and are critically important for students who lack executive function skills and other risk factors for healthy social/emotional development. The impact of teachers' emotional regulation and the maintenance of safe, warm and supportive relationships are stressed.

EDU 3300 Middle & Secondary Culture & Curriculum (3)

This course examines Frameworks-based curricula for secondary grades, as well as the culture of secondary schools as shaped by basic educational purposes, school governance structure, the presence of adolescents, successive reform movements, and divergent parental expectations. Comprehensive analyses are emphasized: How did secondary schools come to be the way they are, and should they remain that way? What forces have carved the present curriculum? Ten hours of fieldwork required. *Prerequisites: EDU 1000, EDU 3109, and PSY 2104 are recommended, but are not required.*

EDU 3307 Early Literacy and Bilingualism (3)

After a thorough review of engaging methods to develop early literacy, students will learn methods for fostering bi-literacy in a variety of languages.

EDU 3308 Assessment of Young Children (3)

This course will familiarize participants with the Massachusetts Core Competencies in the area of observation, assessment, and documentation. Targeted skills will be: observing and recording; using appropriate assessment methods; communication with families, staff, and outside service providers based on the observation and assessment process; planning for individualized learning based on observations and assessments; and facilitating referrals based on observations and assessments. Current theory and practice recommendations related to standardized and alternative assessment methods will be discussed. A variety of assessment domains and assessment approaches will be explored. Strategies for supporting collaboration with diverse families will be discussed. Practical concerns such as: organizing and managing assessment information; classroom systems for gathering and storing data; tracking progress over time; flexible recording forms, systems, and processes; and assessing across the curriculum and throughout the day will be covered.

EDU 3309 Writing in the Profession (3)

Early childhood educators in this course will refine their writing skills to produce accurate written records and clear, effective, and grammatically-correct written communication for a variety of audiences: staff, parents, the press, and agency officials.

EDU 3310/5310: Success in Urban Education (3)

This course focuses on current theories and their applications related to cultural competence and Urban Education. Focus will be on the sociological context of Urban Schools, the neuroscience of culturally responsive teaching, and leading with the mindset of providing access to young people who may not normally have access to a college education. Implicit bias and structural racialization will be described and examined. Open to all majors.

EDU 3320/5320: Trauma Informed Advocacy in Urban Education (3)

This course examines racism and structured inequities as one of the most common forms of trauma experienced by Black, Indigenous, and Students of Color. Segregation in schools through tracking, employment of deficit models, and other methods of determining devaluation for Black, Indigenous, and Students of Color is explored, as well as how current school systems' "unintentional" racist and antiquated practices create traumatic ramifications for diverse populations. This course calls to not only question a culture of oppression, but rather a call for action by implementing culturally responsive teaching, leadership, and a classroom structural overhaul regarding "traditional" learning environments. This course is designed for innovative teachers and other leaders and professionals working with a diverse student population of students who are becoming change agents in their respective communities by creating equity centered trauma-informed educational spaces. Open to all majors.

EDU 3400 Health and Nutrition for Early Care & Education (3)

Three major themes will be explored in this course: (1) issues and information in the fields of health care and nutrition, (2) the application of this information to practices in early care and education settings, and (3) instructional techniques and ideas for incorporating sound health and nutrition practices into the early care and education curriculum.

EDU 3401 Inclusionary ECE Classrooms (3)

Teachers in early care and education plan and execute instructional experiences for children at various developmental stages. These classrooms typically include many children with various special needs. This course will develop the following competencies. Students will modify classroom environments to accommodate children with special needs, in terms of physical access, select and create materials that can be used with children with a variety of special needs, design instructional experiences that can include children with special needs, implement the Massachusetts Early Learning Guidelines for Infants and Toddlers, with all children. The focus of the class will be on practical strategies, materials, and lessons with which to ensure that all students can be included in the early care and education curriculum.

EDU 3402 Assessment of Students (3)

The focus of this course is to investigate assessment instruments for students with and without special needs. Students select, administer, and interpret nondiscriminatory assessment instruments and learn to use this information to develop curricula and implement appropriate instructional strategies for students with mild and moderate special needs. Students learn to develop I.E.P.s or a 504 Plan from assessment data. Five hours of fieldwork required. *Prerequisites: EDU 1000, PSY 2104, EDU 3109.*

EDU 3403 Models of Inclusion (3)

This course will explore various models of organizing services and for providing programming for students with moderate disabilities within the regular education classroom. Instructional strategies and techniques of inclusion, along with practical suggestions for classrooms, will be investigated. Students will develop plans for various age- level classrooms. They will also be introduced to consultation responsibilities with regular education teachers in order to implement strategies in varied classroom settings. Five hours of fieldwork required. *Prerequisites: EDU 1000, PSY 2104, EDU 3109.*

EDU 3502 Issues in ESL/Bilingualism (3)

This course analyzes issues relating to bilingualism and the field of English as a Second Language/Bilingual Education. Students explore the historical, political, philosophical, sociological, legislative, and judicial context of programs for bilingual learners. Educational models for developing bilingual proficiency are studied, including those that integrate special needs and typical students. The crucial role of culture in the process of educating language minority students is a major focus. Ten hours of fieldwork required for ESL majors.

EDU 3505 Methods in Teaching English as a Second Language (3)

ESL methodologies are explored and demonstrated. Students learn to assess ESL skills, to plan appropriate oral and written instructions, and to evaluate E.S.L. materials. Observation of ESL methodology as implemented in classrooms is a central theme. Application of ESL across the curricular areas of social studies, math, and science, plus the integration of special needs and typical E.S.L. learners, are explored. Ten hours of fieldwork required. *Prerequisites: EDU 1000, PSY 2104, EDU 3109*

EDU 3600 Seminar in Professional Education (3)

The intent of this seminar is to provide time for students to reflect on their student teaching experience. This course will provide opportunities for students to discuss with their colleagues their current classroom experiences. The seminar's focus is twofold: to assist the student with the development of his/her individual portfolio, and to discuss various current and important topics that impact teachers. Prerequisites: All pre-practicum coursework and fieldwork for the license sought. This course must be taken only in conjunction with the initial practicum.

EDU 3601 Advanced Case Studies in Child Psychology (3)

Using case studies of children aged 0 – 8 years, this course explores aspects of child psychology in depth. Different areas of child psychological development including intelligence, cognition, personality and the self, socio-emotional development, and specific neurological developmental delays and disorders will be studied. Students will gain an understanding of the use of the case study model as a method of holistically assessing and representing child growth. They will also apply child psychology research to classroom practice.

EDU 3602 Inquiry-Based Strategies for Teaching Math to Young Children (3)

This course will familiarize participants with the Massachusetts Preschool Content Standards for math. Target skills will be explored through hands-on experiences with developmentally- appropriate materials and multisensory learning modalities. Participants will learn to evaluate their professional setting in order to identify times and ways to introduce math exploration. Participants will explore the development of formative assessment tools to document skills development during ongoing math explorations. Current theories about early math development and teaching and learning early math will be explored. During each class we will model, practice, and discuss how to engage children in inquiry as they engage with materials, peers, and teachers.

EDU 3603 Public Policy and Advocacy (3)

Students will identify federal, state and local public policies that have an impact on the lives of children and families. Subsequently, they will acquire skills to promote policies that support the development of strong families who can support the growth and development of children.

EDU 3700 Middle & Secondary Methods (3)

This course critically examines popular educational innovations that have been implemented at the secondary level through the study of research on these innovations at the basic, applied, and implementation levels. Students develop the ability to make better-informed decisions about instructional practices and to match practices to educational purposes. Secondary strategies and resources that actively engage learners are emphasized. Ten hours of fieldwork required. *Prerequisites: EDU 1000, EDU 3109, and PSY 2104 are recommended, but are not required.*

EDU 3702 Nature & Environmental Curriculum: An Inquiry Based Approach (3)

This course introduces students to the schoolyard environment through observations, investigations, and the identification of some common plants and animals. Contemporary environmental issues, their effects on the community, and the possibility of solutions will be included. Emphasis will be placed on the process of weaving natural history and environmental issues into the content areas of math, language arts, social studies, art, and music.

EDU 3703 Capstone Portfolio Seminar (3)

In this seminar, students will compile a portfolio that reflects their competencies as an educator in quality early care and education settings.

EDU 3704 Issues of Diversity & Multiculturalism in Children's Literature (3)

This course focuses on issues of diversity and multiculturalism as represented in literature for children and young adults. We will consider representation of race, ethnicities, socioeconomic status, gender, sexual orientation and exceptionalities. A range of issues is addressed including authenticity, representation, and cultural appropriateness. This course enriches teacher knowledge of both a variety of genres and the works of a number of authors and illustrators. Open to all majors.

EDU 3805 Inquiry-Based Science Methods (3)

This course provides an introduction to the inquiry-based approach to the teaching and learning of science, and how to utilize national and state standards for curriculum development and instruction. The course emphasizes the use of open-ended questions and alternative assessments through carefully selected physical science and nature study activities. Students learn how to use their local schoolyard or park as an outdoor classroom and living laboratory; students are also taught basic environmental education techniques. *Prerequisites: EDU 1000, EDU 3109, and PSY 2104 are recommended, but are not required.*

EDU 4106 Introduction to Technology in Education (3)

This course is an introduction to the use of technologies in today's 21st century classrooms. Topics include utilizing software to aid teaching and instruction, using the internet as a tool to benefit students and encourage collaboration/communication, the use of assistive devices, and looking into the positives and negatives in education posed by technology.

EDU 4203 Pre-Practicum (5)

Students complete 60 hours of fieldwork in a PK-12 classroom setting for this clinical field experience in education. Students can only register for this pre-practicum experience if they have completed the majority of their education coursework, have passed required MTELs and have permission from their advisor. *Co-requisite: EDU 4204*

EDU 4204 Pre-Practicum Seminar (1)

This pre-practicum seminar is the first of two professional seminars for students seeking Massachusetts Initial teaching licensure. The intent of this seminar is to provide time for students to reflect on their teaching experience, engage in activities that support the uncovering of personal bias, and (through fieldwork) identify and produce evidence of meeting the professional standards for teaching. The course will provide opportunities for students to discuss with their colleagues their current classroom experiences as they relate to current educational issues and pedagogy, and to prepare students for the practicum experience. Included in this course is a gateway performance task that must be passed in order to proceed to the practicum experience. *Co-requisite: EDU 4203*

EDU 4302 Struggling Readers, Grades 7-12 (3)

With an emphasis on current developmental reading approaches at the middle and high school level, this course is designed to develop a teacher's skills in the observation, assessment and diagnosis of reading difficulties in middle-high school students. Specific teaching strategies or helping struggling readers in grades 7-12 will be mastered. Evaluation of materials, creation of plans to assist students in small-group and whole-class settings, and cutting-edge research- driven strategies for literacy instruction will be applied.

EDU 4306 Social Studies Methods (3 credits)

This course prepares teacher candidates to develop standards-based curriculum experiences in history, economics, political science, and geography for students PreK- Grade 8. *Prerequisites: EDU 1000, PSY 2104, and EDU 3109.*

EDU 4308 No-Fault Classroom Management (3)

Beyond the content standards and carefully-crafted lessons, there is an entire set of skills and understandings that, when mastered, will guarantee that you will be a successful teacher of successful students. These strategies can be applied at any time of the year, at any grade level. This is part I of a two-part course sequence. It offers what experienced teachers learn after years in the classroom: proven strategies for managing challenging behavior, the development of self-regulation and emotional control in children and adolescents, and how effective management and problem- solving can turn even the most hard-to-manage students into willing collaborators in learning.

ECU 4309 Literacy Across the Disciplines (3)

Teachers and pre-service teachers explore ways in which students can be helped to master skills required for success in school. Based on the belief that students can be taught to learn more efficiently and effectively, the course will address issues of motivation, memory, comprehension of text material, and vocabulary development, plus listening, note taking, and test-taking skills. Participants will apply the strategies covered to student content area materials.

EDU 4407 Bilingualism and Applied Linguistics (3)

A foundation in English linguistics (morphology, phonology, pragmatics, semantics, and syntax) is the basis for the subsequent study of language acquisition. Theories and principles of typical and atypical first and second language acquisition are examined. Application of relevant research in work with early childhood, special needs, bilingual, foreign language, and reading classrooms is explored. *Prerequisites: EDU 1000, EDU 3109, and PSY 2104 are recommended, but are not required.*

EDU 4901 Educating English Language Learners (3)

The education of English language learners is a topic of paramount importance to twenty-first- century educators. This course prepares educators to meet the needs of bilingual students in terms of linguistics,

culture, and literacy development. It also develops the skills of educators so that they can effectively teach their subject areas to bilingual youngsters. This course meets the RETELL requirements of the Massachusetts Department of Elementary and Secondary Education. Successful completion of this course, with a grade of A or B, qualifies students for Massachusetts endorsement in teaching through the Sheltered English Approach (SEI). Only one missed class is permitted. Ten hours of fieldwork required with ELL students in a PK-12 setting. *Prerequisites: PSY 2104, EDU 1000, EDU 3109 and all relevant methods courses for the license sought.*

EDU 4908 Language and Literacy Development I (3)

Part I of this course will examine three pillars of the reading process: Phonemic Awareness, Word Work and Vocabulary. The goal of the course is to assist students in understanding the complex processes involved in reading, while developing instructional approaches that will support all readers. The course will also investigate the importance of integrating reading, writing, listening and speaking into daily instruction. Students will do research, design lesson plans, and create a plan for integrated lessons using research-based best practices that will support all students' literacy development. The course emphasizes a balanced approach to reading instruction that will enhance student comprehension. Five hours of fieldwork are required. *Prerequisites: EDU 1000, PSY 2104, EDU 3109.*

EDU 4909 Language and Literacy II (3)

Part II of this course focuses on approaches to, and classroom assessment of, Fluency and Comprehension. Writings by Adams, Calkins, Clay, Fountas, and Pinnell, and Cooper develop the topics that help teachers master the English Language Arts Framework. Five hours of fieldwork are required. *Prerequisite: EDU 4908.*

EDU - All Undergraduate Initial Practica (9)

The initial practicum is a full-time, 14-week supervised experience, totaling a minimum of 400 hours of classroom teaching experience. During this time, students gradually assume the supervising practitioner's duties. They then spend almost four weeks assuming full responsibility for the classroom. Students demonstrate all competencies required of their particular license. Students in the Early Childhood practicum spend 150 hours in a public preschool classroom accredited by the National Academy of the National Association for the Education of Young Children (NAEYC). This classroom must include children with and without special needs. Two hundred ten hours of the practicum are completed in a grade one or two classroom that adheres to the NAEYC's guidelines for developmentally-appropriate practices in the primary grades.

English

ENG 1000 College Writing (3)

Intensive work on mastering the basics of written communication at the college level, with special attention to organization, development, revision, and editing. Does not count towards the English major.

ENG 1001 Rhetoric (3)

Rhetoric is a course designed to enable students to effectively construct a persuasive argument basic to all fields of study. Does not count towards the English major. This course satisfies the information literacy outcome and contributes to the critical thinking/communication outcome.

ENG 1303 Critical Approaches to Literature (3)

An introduction to literary forms and genres and the critical methods used in their study. Analysis of representative texts, discussion of central themes, and exploration of theoretical methodologies. This course contributes to the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

ENG 1305 Introduction to Poetry (3)

This course is designed to introduce students to the form and function of poetry in society. This course contributes to the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

ENG 1307 The Hero's Journey (3)

Using Joseph Campbell's description of "The Hero's Journey," this course will examine heroic stories from Ancient times to the present. Comparing these stories, we will think about what we can learn about particular cultures from their heroic stories, and, conversely, what universal messages about human values emerge regardless of cultural difference. We will also think about how we can use these narratives in thinking about our own individual life stories. This course contributes to both the global/cultural awareness core requirement and the critical thinking/communication outcome, and may be taken to satisfy the core literature requirement.

ENG 1805 Introduction to Public Speaking (3)

A concentration of impromptu and extemporaneous speaking; preparation and delivery of speeches for specific audience situations with the emphasis on responsibility to self and audience.

ENG 2001 World Literature I (3)

The study of selected masterpieces from Gilgamesh to Cervantes This course contributes to the global/cultural awareness core requirement and may be taken to satisfy the core literature requirement.

ENG 2002 World Literature II (3)

The study of selected masterpieces from Moliere to Mahfouz. This course contributes to the global/cultural awareness core requirement and may be taken to satisfy the core literature requirement.

ENG 2003 Reading Short Fiction (3)

This course will prepare you to read, understand, and analyze short fiction. To do this, we will read from a collection of short stories to explore the form and explore numerous critical approaches to reading stories. By the end of the course, you will be able to read, analyze, and be able to perform formal, critical, and, ultimately, close readings of any short story. This course contributes to the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

ENG 2004 Speculative Fiction and Film (3)

A study of philosophical and theological questions provided by science fiction, fantasy, magic realism, or dream states. This course contributes to the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

ENG 2301 East/West: Contemporary Collisions and Collaborations (3)

This course will examine the relationship between Asian and American cultures with particular attention to the mutual influence each exerts on the other through contemporary media.
Among the concerns the course will address will be notions of identity, pantheism, narratives of heroism, merging of tradition with contemporary culture, and merging of genres. This course contributes to both the global/cultural awareness core requirement and the critical thinking/communication outcome, and may be taken to satisfy the core literature requirement.

ENG 3201 Shakespeare (3)

An introduction to selected plays from the major genres. This course contributes to the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

ENG 3601 The Victorian Experience (3)

A study of major poets and prose writers of the English Victorian period (1837-1901). This course contributes to the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

ENG 3603 Studies in Fiction (3)

Critical study of representative short stories, novellas, and novels. Special attention given to the history of these genres from the 18th century to the present. This course contributes to the critical thinking/communication outcome and may be taken to satisfy the core literature requirement

ENG 3606 Reading Like a Writer (3)

The goal of the class is to learn to read like a writer. In order to do so, the class will focus heavily on the structural forms of poetry and fiction so we can use our knowledge of form to improve our own writing skills. We will read writers who write directly about writing, stories and novels about writing, and poems about writing. Students will turn in weekly creative assignments, work in groups, and deliver a presentation to the class. While there are no prerequisites for the course, completion of ENG 1001 and ENG 1303 is strongly recommended. This course contributes to the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

ENG 3608 Writing Memoir (3)

In the first half of the course, we will have discussions concerning the nature of memory as we read contemporary literary memoir and write our own short memoir exercises. The second half of the class will focus on the composition of an essay-length memoir. This course contributes to the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

ENG 3701 Modern Poetry (3)

The term 'Modern Poetry' applies to the word-shapes the human mind could form while living under available societal constructs from roughly 1850-1950. The forms of the poems will be our teachers, and we will investigate their speakers to see if we can get at the roots of their personalities. In order to do so, we must be adept readers of poetry, in other words, we have to let the poems be about poetry. This course aims to enable the student to discourse with modernist poems. This course contributes to the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

ENG 3707 Women Writers (3)

Students will examine the relation between narrative representation and gender in the works of nineteenth and twentieth century novelists. Among the issues the class will explore are the similar concerns with work, family, personal relationships, social status, and social power that each of these writers confronts in representing her own sex, and the very different ways in which they address those concerns. This course contributes to both the global/cultural awareness and critical thinking/communication outcomes and may be taken to satisfy the core literature requirement.

ENG 3708 Detective Fiction (3)

Students will study classic and contemporary examples of a popular genre focusing on the way in which "investigation" mirrors the act of reading with the addition of an explicit moral/ethical agenda. The objectivity of the detective's investigation, and of our own reading, will be called into question through an examination of historical forces, gender roles, and national and cultural identity. This course contributes to the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

ENG 3801 Survey of American Literature I (3)

The study of American literature from its beginnings to 1865, with emphasis on the major writers. This course contributes to the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

ENG 3802 Survey of American Literature II (3)

The study of American literature from 1865 to the present, with emphasis on the major writers. This course contributes to the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

ENG 3805 Writing and Editing for Publication (3)

The preparation of articles and features with an eye toward publication and with attention to the principles of editing and proofreading, editing principles and practices. This course contributes to the critical thinking/communication outcome and satisfies the core literature requirement.

ENG 3806 American Literature and Culture in Context (3)

The study of literature, art, and film of a specific era. This course contributes to the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

ENG 3900 Internship (3-6)

An internship is a guided practical experience for qualified juniors and seniors. Placement is chosen to enhance individual student interest in a particular area. A contract will be developed with the company and the college regarding the work and specific projects to be completed. A job experience portfolio and written submission of a final report are required.

ENG 3902 Advanced Writing (3)

Advanced writing is a course primarily for Junior and Senior English majors in which the student will take work completed in previous English courses and learn to revise and extend their analytical writing using concepts from literary theory and/or revise and polish creative writing in a workshop environment. This course contributes to the critical thinking/communication outcome.

ENG 3903 Creative Writing (3)

A writing workshop, with an emphasis upon fiction and poetry. This course contributes to the critical thinking/communication outcome and satisfies the core literature requirement.

ENG 3905 Created Visions: A Seminar in Literature and Culture (3)

Any subject of special interest to students and an instructor will be studied intensively. There will be weekly meetings in which written and oral reports will provide the basis for discussion. This course contributes to the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

ENG 3908 Introduction to American Film (3)

Students will analyze film techniques, genres, and history in the American context. This course contributes to the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

Entrepreneurship

ENT 1001 Introduction to Entrepreneurship (3)

Are you wondering how to turn an idea for a product or service into a reality? Have you ever thought you would like to take on the challenge of building your own company? Did you know that small business contributes significantly to the health of the U.S. economy? This course introduces essential ingredients of entrepreneurship through a series of hands-on projects supported by practical readings and case studies. Topics include: defining ideas that will meet the needs of future customers, market needs, selling, financial resources and other considerations for entrepreneurs.

ENT 2000 Customer Discovery (3)

How do you identify markets, customer segments and opportunities? This course teaches students how to validate a business model hypothesis. The goal in customer discovery is to identify the problem or need in the marketplace and then determine how your product or service will fill that need or solve that pain. Students will identify the market types, the customer segments and learn techniques to determine product/market fit.

ENT 3200 Startup Finance (3)

Finance is the language of business. This course discusses key financial concepts and terminology including basic profit and loss accounts, balance sheets and cash flow statements. Different pricing models will be discussed. Topics covered include ownership structures, bootstrapping, raising capital, the funding landscape and basic valuation methods. In addition to these topics the course will discuss non-financial measures of success such as customer acquisition costs, average selling price, time to close, sales force productivity and burn rate.

ENT 3300 Building the Team - Startup Culture and HR (3)

What is a startup culture? Why is it different from general business culture? This course will explore culture versus management style. Topics include the roles of: founders, early employees, mission, intent, and values. Learn how to manage the growing startup and the importance of building the right team.

ENT 3400 Get, Keep & Grow - Startup Sales and Marketing (3)

Sales and marketing are very important to get, keep and grow customers. This course explores the difference between online and physical channels, but also discusses the need for all physical channels to have an online presence in today's technology driven world. Topics include customer acquisition, activation, retention, upsell, cross-sell, viral components, and other sales and marketing techniques.

ENT 3500 From Founder to Executive (3)

Most founders don't make the transition to operating executive. Yet the most successful large companies (especially technology) are still run by founders. What skills are needed? Why is the transition so difficult? This course will discuss the topics, include a skills assessment for leadership and provide "real-life" examples.

ENT 3600 Social Entrepreneurship (3)

Social Entrepreneurship engages students in identifying significant global problems and innovative solutions that drive social change. The triple bottom line is a common phrase today, students will explore launching non-profits, for-profits with a tie to a social mission or philanthropic activities. Topics include strategies that social entrepreneurs employ to create high-impact ventures and to scale social impact. The primary objective is to provide students with practical knowledge and experience in developing proactive, accountable, and sustainable business strategies to meet the needs of social problems and make an impact on society.

ENT 4800 Advanced Lean LaunchPad (3)

Unlike traditional lectures and case studies Lean LaunchPad promotes experiential learning through the search and discovery process that cultivates entrepreneurial thinking. The Lean LaunchPad curriculum uses the scientific method of testing a hypothesis and applies this to a "startup" business. The goals can change depending on the audience, but overall the goal is to create an entrepreneurial experience with all of the pressures and demands of an actual early- stage startup. In the Lean LaunchPad Advanced course you will already have completed a draft business model canvas and customer interviews prior to starting this course. We will also discuss turning the canvas components into a working plan. (Teams required). *Prerequisite ENT 1001, 2000 or 1002 and 3200, 3400*

ENT 4801 Entrepreneurship Capstone (3)

Focuses on the total analysis of the industry, firm, organization, market, financial, technology, and global aspects of an on- going venture or organization, both profit and non-profit. Under faculty supervision, students are challenged in a field setting to analyze the functions, activities and actions associated with perceiving, clarifying, and refining problems and issues confronting ventures and organization and identifying opportunities, crafting a business plan, and making practical recommendations that are implementable. This course seeks to help students develop the knowledge and skills that will enable them to be effective as entrepreneurs, members of entrepreneurial teams, and productive contributing members of organizations. *Prerequisite ENT 1001, 2100 or 1002 and 3200, 3400, BUS 4800*

ENT 4802 Entrepreneurial Internship (3)

Through the Entrepreneurial Internship program, students will participate in an internship with an entrepreneur or startup company or nonprofit. Depending on the internship, students might undertake market research, analyze new pricing models and potential channels, explore existing strategies and more. (Substitutes for BUS 4802 or 4805)

ENT 4805 Entrepreneurship Co-Op (3)

The entrepreneurial co-op is granted to students who have established an ongoing business. While in the co-op students will work with an entrepreneur mentor/advisor. The student and mentor will set performance goals and submit progress reports on the performance goals. Additional co-op credit can be given to students who are selected into approved accelerator programs. (Is used for Internship requirement)

English as a Second Language (E.S.L.)

ESL 3001 Advanced ESL I (3)

Designed for advanced-level English Language Learners, this course will refine and develop the students' English language skills with an emphasis placed on English grammar, vocabulary development, conversational fluency, listening comprehension, and writing skills essential to academic success This course may be used to partially fulfill the foreign language core requirement.

ESL 3002 Advanced ESL II (3)

Designed for advanced-level English Language Learners, this course will further refine and develop the students' English language skills with an emphasis placed on English grammar, vocabulary development, conversational fluency, listening comprehension, and writing skills essential to academic success This course partially fulfills the foreign language core requirement.

ESL 3201 ESL for Academic Purposes I (3)

This course will provide the language structure and cultural background necessary for English Language Learners to succeed in their academic pursuits. Reading analysis, speech, composition, research techniques, creative thought, cultural knowledge, and linguistic knowledge will be taught through a survey of English language literature. This course partially fulfills the foreign language core requirement.

ESL 3202 ESL for Academic Purposes II (3)

This course will further provide the language structure and cultural background necessary for English Language Learners to succeed in their academic pursuits. Reading analysis, speech, composition, research techniques, creative thought, cultural knowledge, and linguistic knowledge will be taught through a survey of English language literature. This course partially fulfills the foreign language core requirement.

Ethical Leadership

ETH 3305 Moral Responsibility (3)

This course introduces the philosophical concept of moral responsibility and examines the relationship it shares with neurobiology and free will, cognition and emotion, action and omission, causality and culpability, praise and blame, character and conscience, fairness and luck, and psychopathology and law. Frameworks for making justified moral decisions are explored and case studies are presented for practice in the application of theories of moral responsibility.

ETH 3506 Ethical Leadership (3)

This course introduces the philosophical concept of ethical leadership and examines the relationship it shares with authenticity and truth, change and transformation, history and responsibility, effectiveness and virtue, power and servitude, and self-interest and the common good. Frameworks for making justified moral decisions are explored and case studies are presented for practice in the application of theories of ethical leadership.

Graphic Design

GDS 1709 Introduction to Computer Graphics (3)

The primary objective in this course is to familiarize learners with the different hardware devices that allow traditional images to be digitally replicated. This knowledge will be the foundation of all future digital arts courses. Along the way students will also be exposed to basic functions of different digital arts applications.

GDS 2709 Digital Imagery (3)

Students will be taught the methods behind altering digital images. They will explore these theories within a professional grade computer application. Output options will also be discussed as a way to share their work with the community. *Prerequisite: GDS 1709.*

GDS 3401 2D Animation (3)

This course is an introduction to using computer software to create 2D Animation. *Prerequisite: GDS 1709.*

GDS 3406 Interface Design (3)

Students will be exposed to design principles for the web. With these principles students will be able to create aesthetic, yet functional, designs for their target audience. The students will also construct several websites over the semester in order to put these principles into practice. Permission of the instructor.

GDS 3505 Digital Photography (3)

Students will learn and know how to change manual settings on a Digital Single Lens Reflex (DSLR) camera. Learn about and use accessories needed to capture still and action shots. Demonstrate newly formed knowledge of lighting through project-based learning. Will assess images for visual interest, focal point, rule of thirds, and message conveyed. Students will be given the tools and opportunity to produce clear and well-lit photographs that will limit the need for further electronic photo editing practices. In addition to learning and using manual photographic setting, students will be taught the process of cutting photo mat frames with hands-on instruction. *Prerequisite: GDS 1709*

GSD 3708 Computer Imagery for Industry (3)

Students will sharpen their pixel based computer graphic skills in a variety of simulated computer industry projects. They will explore these methods within a professional grade computer application. State of the art input options (high resolution scans, drawing tablets, interactive monitors, etc.) will also be discussed as a way to enhance the project's end goals. *Prerequisite: GDS 2709*

GDS 3809 Digital Illustration (3)

Students will hone their vector--based computer graphic skills in a variety of real world projects. They will explore these methods within a professional grade computer application. Output options will also be discussed as a way to share their work with the community. *Prerequisite: GDS 2809.*

GDS 3900 Digital Video (3)

In this course, students will learn rudimentary skills in the creation of digital video. This includes traditional skills such as scripting, storyboarding, blocking, equipment setup, and even some experience being a Foley artist. Students will also be exposed to digital recording, computer editing, and digital distribution of their projects. *Prerequisite: GDS 1709.*

GDS 4809 Digital Showcase Project (3)

Students will be given an opportunity to produce a semester--long project within the field of computer graphics. From animation and stills to modeling and print media, this course allows the students to explore what they have learned over the years. A formal proposal is expected before work may begin and a final class showing is required. (GDS capstone course, communication intensive).

Healthcare Management

HTH 2000 Introduction to Healthcare (3)

This course is an introduction to the current healthcare industry. The course explores government and economic influences on health service systems. Topics include health policy, patient rights, reimbursement, risk management, delivery models and leadership styles in healthcare management.

HTH 2500 Operations in Healthcare (3)

This course is designed to provide students with an in depth look at the opportunities and challenges facing healthcare providers today. The course is sharply focused on four core hospital departments; how they operate and how they are interdependent. These four areas are the emergency department, nursing units, operating rooms and diagnostic services.

HTH 3500 Critical Issues in Healthcare Administration (3)

This course examines critical issues which impact healthcare organizations, providers and patients. There is an in-depth examination of legal, cultural and ethical issues as they relate to organizational structure, quality of care, quality of life and values in the delivery of health services.

HTH 4100 Research and Leadership in Healthcare (3)

This course is the capstone course in the Health Care Management undergraduate program. It requires students to demonstrate the ability to synthesize all previous program learning experiences. The course focuses on two specific areas, leadership and research. The leadership aspect of the course flows from the materials found in the text for this course. The research aspect takes the form of a research paper and PowerPoint presentation that demonstrates the student’s mastery of previous coursework and their ability to think critically.

History

HIS 1000 World History to 1500 (3)

This is an introduction to world civilizations, from prehistory to the dawn of the European Renaissance. We will discuss the development of Western and non-Western civilizations and how they influenced one another. This course contributes to the global/cultural awareness core requirement.

HIS 1005 Early American History (3)

This course examines the main developments (political, economic, social, and religious) in American history from the pre-Columbian Era to the Civil War. This course contributes to the global/cultural awareness core requirement.

HIS 1006 Modern American History (3)

This course is a survey of the political, economic, and social developments in the United States from Reconstruction to the 1990s. This course contributes to the global/cultural awareness core requirement.

HIS 1008 World History Since 1500 (3)

This course introduces the students to world civilizations, from 1500 CE to the present. We will discuss imperialism, globalization, the evolution of modern political philosophies, and decolonization. This course contributes to the global/cultural awareness core requirement.

HIS 1040 Middle Ages (3)

Students will study a survey of medieval history that treats the making of Europe in the early Middle Ages, selected aspects of high medieval civilization, and the major crises of the late medieval period. This course contributes to the global/cultural awareness core requirement.

HIS 2106 Renaissance and Reformation (3)

This course will examine the major cultural, political and religious developments in early modern Europe, from roughly 1300 to 1650. This course contributes to the global/cultural awareness core requirement.

HIS 2109 The World in the 20th Century (3)

This course will examine the effects of technological and economic development in European, colonial and post-colonial societies in the twentieth century. The readings and lectures will explore the dilemmas which industrial civilization created and various responses to these problems. This course contributes to the global/cultural awareness core requirement.

HIS 2200 Asian History (3)

This course is an introductory survey of the histories, philosophies, and cultural characteristics of Asian societies. Attention is given to the impact of the West on East, South and Southeast Asia.

HIS 2301 American Foreign Policy (3)

This course examines the historical development of the economic, political, and ideological forces that influenced the formation of the foreign policy of the United States.

HIS 2302 Immigration & Race in Modern American History (3)

This course will examine the evolution of racial and ethnic identities in the United States from the Revolutionary Era to the present. This course contributes to the global/cultural awareness core requirement.

HIS 2306 The Age of Revolution and Nationalism (3)

This course will survey a period of revolutionary developments in western civilization, focusing upon the French Revolution and its aftermath. It will examine the revolution's economic, political and intellectual origins and consequences. Some of the topics we will examine include the emergence of democracy, liberalism, socialism and modern nationalism. This course contributes to the global/cultural awareness core requirement.

HIS 2505 Sugar and Spice and Not So Nice: A Negative History of the World (3)

This course examines the political, cultural, and economic impact across the globe of the trade in various commodities. This course contributes to the global/cultural awareness core requirement.

HIS 2405 African-American History (3)

This course is a survey of African American History from the late eighteenth through late twentieth centuries. The purpose of this course is to explore the role of African Americans from their arrival on US shores to today. Subjects and periods will include the Atlantic Slave Trade; North American institution of slavery; Civil War and Reconstruction; Progressive Era; Cold War; Civil Rights; Black Power.

HIS 2604 Freedom and Social Action in America (3)

This course explains both the origins of the United States political system and how social justice movements have broadened our democratic and civil rights. This course satisfies the civic engagement outcome.

HIS 3206 Modern Britain (3)

This course will examine the economic, political and cultural developments in modern Britain, from the Glorious Revolution to the 1980's. It emphasizes the impact of industry, empire and ethnicities upon the formation of a modern British national identity. This course contributes to both the global/cultural awareness core requirement and the critical thinking/communication outcome.

HIS 3300 Discovering Ireland (3)

This course will broadly examine the Irish past (ancient, Medieval and modern), through lectures, readings and visits to some of Ireland's most important historical and cultural sites. The travel portion of this course will be completed in May.

HIS 3304 History of Modern Ireland (3)

This course will examine the economic, political, and cultural developments in Ireland, from the 1798 Rebellion to the "Troubles." In particular, we will look at the rise of revolutionary, constitutional, and cultural nationalism in Ireland and Irish-America using both historical and literary sources. This course contributes to both the global/cultural awareness core requirement and the critical thinking/communication outcome.

HIS 3400 Colonial and Revolutionary America (3)

This course examines the settlement and development of the American colonies, and analyzes the causes and results of the American Revolution.

HIS 3402 The Early Republic (3)

This course will focus on the major political, social, and economic issues facing the early republic, from the creation of the constitution to the Mexican War, with particular emphasis on questions of race, gender, and national/sectional identities and the impact of the Market Revolution.

HIS 3403 Civil War and Reconstruction (3)

Students will examine the forces leading to the Civil War and analyze the social, ideological, and economic consequences of the Civil War and Reconstruction period.

HIS 3404 Age of Reform (3)

In this course, students will study selected topics in American history from 1877 to 1941 with an emphasis on industrialization, the development of the labor movement, populism, progressivism, and the New Deal. We will also focus on issues of race, gender, and class.

HIS 3406 U.S. After Pearl Harbor (3)

This course is a comprehensive survey of the major developments in American history from 1941 to the present with emphasis on World War II, the Cold War, the civil rights movement, Vietnam, Watergate, and the Reagan revolution.

HIS 4100 History Senior Seminar (3)

This is the capstone course for all graduating majors in the History program. This course offers history majors an opportunity to define and intensively study a topic of special interest through guided independent research and classroom discussions. Students will give two oral presentations and write either a major research paper or (with instructor permission only) a collection of short essays based upon their study and research. It is also intended to guide majors through the process of compiling a history portfolio, which is required for graduation. This course contributes to the critical thinking/communication outcome.

Humanities and Interdisciplinary Studies

HUM 2000 Introduction to the Japanese People and Culture (3)

This course provides an overview of Japanese culture with emphasis on its history, religion, art, geography, and value system. All of these will be examined in order to understand their influence on modern Japanese society. Learning will take place through the presentation of texts, journal articles, and slide and video presentations during pre- departure sessions. The course includes a two-week research trip to Japan. This trip will include cultural study through living with host families, formal lectures given at Kochi University, interviews and discussions with Japanese, as well as a visit to key historic sites in Kyoto such as Nijo Castle, Kiyomizudera Temple, and Kinkakuji Temple. (SOC 2000).

HUM 2105 International Film (3)

This course provides an introduction to the basic tools of film analysis and a review of the development of major international film styles and themes. We will also examine how film elements are put together in different types of films – narratives, documentaries, fiction, and experimental cinema – and how cinematic discourses influence the gaze of the 21st century global society. This course will be taught in English. This course contributes to the critical thinking/communication outcome and may be taken to satisfy the core literature requirement.

IDS 1001 First Year Seminar (3)

Each fall, first-year students select from a variety of topics designed to promote interdisciplinary exploration, experiential learning, and a sense of belonging at Elms College.

IDS 3001 International Study - England and France (3)

This is an interdisciplinary course that features guest lecturers. In this course you will study the history, governmental institutions, and legal system of England in comparison to the history, governmental institutions, and legal system of France; learn about the European Union and the impact it has had on the business, economy, and legal systems of England and France; look at art that can be found in London's National Gallery and in Paris's Louvre; and learn a bit of restaurant French (so you'll know if you are ordering chicken or snails, and how to find the bathrooms). *Prerequisite: Second year standing.*

IDS 3002 International Travel - London and Paris (3)

This course takes place over 10 days in London and Paris. In London you will see such historic sites as the Houses of Parliament, Westminster Abbey, Buckingham Palace, and the Tower of London. Depending on your academic interests, you will also visit legal institutions, such as the Courts of Justice, the Old Bailey (where criminal defense attorneys still wear robes and wigs), and a local law firm; or you will visit business institutions, such as Lloyds of London and a local accounting firm; or you will increase your knowledge of English history by traveling to Oxford and Cambridge. In Paris there is, of course, the Eiffel Tower and the Arc de Triomphe. You will also travel to Versailles, the home to Louis XIV, the Sun King, and Marie Antoinette. In both cities you will view great masterpieces, in London at the National Gallery and in Paris at the Louvre. *Prerequisite: LEG3001*

IDS 3400 History, Narrative, and the Novel

This course examines how narrative is employed in prose fiction and in the discipline of history to make sense of social, cultural, and political contexts. But to what extent can any narrative, any story we tell ourselves about ourselves, be "true"? How have novelists and historians engaged with the problem of trying to interpret and understand the human experience? In addition to theoretical and critical texts, we will be reading novels that experiment, technically and thematically, with the question of how historical pressures manifest themselves in the lives of individuals. This course contributes to the critical thinking/communication outcome. It may be taken to satisfy either the literature or the history core requirement.

IDS 4002/5002 Pathways to Cultural Competency (3)

This course will provide an introduction to developing cultural competence. Participants will develop self-awareness around their own social identity and culture and be able to identify how it impacts their understanding of others. The course will focus on increasing cultural sensitivity and developing a multicultural perspective in working with others. Participants will have opportunities to increase their knowledge of other cultures and will learn culturally appropriate skills in interacting with individuals from diverse cultures. The course will encourage the development of critical thinking skills around issues of diversity related to social identity. Issues of societal oppression and institutional discrimination will be examined, and participants will be encouraged to explore their own power related to their social identity. At the end of the course, participants will have a personal plan for continuing to develop cultural competence.

Irish

IRI 1001 Novice Irish I (3)

An introductory course designed to introduce and facilitate the development of communicative competence during the first semester of college-level language study. While emphasis rests upon listening, speaking, writing, and reading skills, open-ended cultural activities also form integral parts of the syllabus.

IRI 1002 Novice Irish II (3)

This course further develops concepts presented in IRI 1001 and continues the development of communicative competence. While emphasis rests upon listening, speaking, writing, and reading skills, open-ended cultural activities also form integral parts of the syllabus. This course contributes to the global and cultural awareness core requirement and satisfies the core foreign language requirement. Prerequisite: IRI 1001 or placement.

Japanese

JPN 1001 Novice Japanese I (3)

An introductory course designed to introduce and facilitate the development of communicative competence during the first semester of college-level language study. While emphasis rests upon listening, speaking, writing, and reading skills, open-ended cultural activities also form integral parts of the syllabus.

JPN 1002 Novice Japanese II (3)

This course further develops concepts presented in JPN 1001 and continues the development of communicative competence. While emphasis rests upon listening, speaking, writing, and reading skills, open-ended cultural activities also form integral parts of the syllabus. This course contributes to the global and cultural awareness core requirement and satisfies the core foreign language requirement. Prerequisite: JPN 1001 or placement.

Legal and Paralegal Studies

LEG 2004 Introduction to Legal Studies I: Legal Reasoning, Research, and Writing (3)
This course is required of all paralegal students and recommended for any student considering law school or who is simply interested in learning how our legal system works. Students learn about the American court system; visit the courthouse; and are introduced to the steps in litigation from the time the client walks in the door until the last appeal is over. Emphasis is placed upon improving the students' writing skills through use of case briefing and legal analysis. Students also learn about the different types of law: criminal, tort, contract, family, and constitutional. Finally, students are taught how to use the law library so that they can research basic questions relating to Massachusetts statutes, regulations, and court opinions. (NOTE: This course is the prerequisite or co-requisite for all other LEG courses.) *Prerequisite: HUM 1001, ENG 1005, or equivalent.*

LEG 2005 Introduction to Legal Studies II: Fundamentals of Law and Legal Ethics (3)

With an emphasis on critical reasoning and researching skills, this is a continuation of Legal Studies I. Students will further develop their skills of legal analysis, research, and writing in the context of learning the basics of various substantive areas of law, including business organizations, torts, contracts, and property law. In addition to being the focus of an independent unit, specific topics in legal ethics will be discussed throughout the course. Students subscribe to Lexis and are introduced to the basics of performing online research. *Prerequisite: LEG 2004.*

LEG 2006 Principles of Litigation (3)

This course complements the LEG 204 Introduction to Legal Studies I: Legal Reasoning, Research, and Writing course. Students are introduced to the procedural aspects of the American judicial system. Students study the various stages of litigation starting with the client interview and moving through pleadings and motions practice to discovery. Drafting legal documents such as complaints, answers, motions, or sample interrogatory questions is required. Prerequisite: LEG 2004.

LEG 2503 Torts / Personal Injury Law (3)

Students in this course explore the use of discovery and investigation in seeking compensation for injuries sustained due to the negligence or professional malpractice of another. At the beginning of the course students are assigned to plaintiff and defendant's "law firms." They then oversee a typical personal injury case from the initial pleadings through trial. *Prerequisites: LEG 2004, 2005, and 2006.*

LEG 2505 Real Estate Fundamentals (3)

This course presents a thorough treatment of real estate theory, including the social impact and economic importance of real estate. Property planning, property management, and real estate management are included. A practical study of the documents and procedures involved in real estate law, all aspects of real estate transactions are covered, including leases, mortgages, deeds, agreements to buy and sell, title searches, closings, and landlord/tenant law. *Prerequisite: LEG 2004 or permission of instructor.*

LEG 2507 Wills, Trusts, and Estates (3)

The majority of all adults need a will, but many do not have one. In this course students study the law of descent and distribution and the statute of wills, as well as selected cases. Each student will have the opportunity to draft wills for first responders during The Wills For Local Heroes event. The course also covers property and estate concepts and discusses the procedures involved in administering an estate, including the gathering and valuing of assets, drafting and filing of probate documents, and the preparation of estate tax and fiduciary income tax returns. Prerequisite: LEG 2004 or permission of instructor.

LEG 2509 Family Law (3)

This course explores the history of families as well as current trends and the legal and personal implications of divorce, separation, pre---marital agreements, and child custody. The focus of the course is on what happens when the family contract is broken and a divorce ensues, including issues of property settlement, support, and child custody. The course also examines the roles of paralegals, police officers and local domestic abuse agencies. *Prerequisite: CRJ 2600 or LEG 2004 or permission of instructor.*

LEG 2900 Criminal Law and Procedure (3)

Should America get tougher on criminals? What does it really mean to say someone "got off on a technicality?" These and other questions will be addressed in this class dealing with the basics of criminal law. Students will examine issues of criminal responsibility and the elements necessary to constitute a crime. The course also covers search and seizure law, confessions, interrogations, identifications, arraignments, and pretrial and trial procedures. *Prerequisite: LEG 2004.*

LEG 2905 Gender and Diversity in the Law (3)

This course examines gender and diversity issues in the law with a special emphasis on the legal system's special impact on women and minorities as it relates to employment, family life, health, and the criminal justice system. (Note: This course does not qualify as a paralegal specialty course.)

LEG 3101 Health Law (3)

In this course, students examine a broad range of legal issues affecting health care delivery, including the structure of the health care system, reimbursement methods (Medicare, Medicaid, third party insurance, and prepaid health plans such as H.M.O.s), medical malpractice, and the complex issues involved in making decisions about medical treatment (informed consent and physician---assisted suicide). *Prerequisites: LEG 2004, BUS 4103, or permission of instructor.*

LEG 3104 Business and Consumer Law (3)

Have you ever bought a "lemon" or seen an ad on television that you thought was deceptive, and wondered what you as a consumer could do? This course examines how the law affects business and studies ways to protect business and the consumer. The course also surveys the various forms of business organizations, such as partnerships, corporations, and limited liability companies and discusses the techniques used to form and operate each type of business organization. Additional topics include sales, warranties, products liability, deceptive acts such as false advertising, and the debtor--- creditor relationship including bankruptcy. *Prerequisites: LEG 2004.*

LEG 3105 Employment/Administrative Law (3)

Whether you are an employer or an employee, federal and state regulations affect every aspect of your working environment. This course covers the legal rights and duties of employers and employees from hiring through firing: hiring practices, employment discrimination, sexual harassment, unions, contract

and collective bargaining, occupational safety and health regulations, firing practices, and worker's compensation. The course opens with a historical overview of labor regulation, followed by an emphasis on pressing current issues such as drug testing, AIDS, discrimination, child care, parental leave, and employment ethics. Students will learn the how's, when's, and whys of client representation before administrative agencies. *Prerequisite: LEG 2004.*

LEG 3107 Constitutional Law and the Criminal Justice System (3)

Constitutional law involves the study of people engaged in controversies over the very nature of our freedoms as Americans. Students investigate the workings of the Supreme Court and analyze the decisions that configure our rights, including freedom of speech and freedom of religion. In this course students will build their knowledge of the Constitution and how it directs law enforcement procedures and practices. The ongoing conflicts between the federal and various state governments and among the three branches of the federal government are also studied. *Prerequisite: CRJ 2600 or LEG 2004.*

LEG 3303 Computer Assisted Legal Research (3)

Increasingly attorneys and other legal professionals are turning to computer assisted legal research. While it may never completely replace traditional book research, computerized research enables the researcher to find materials otherwise unavailable, as well as to perform searches on specified criteria that are impossible with traditional researching methods. This hands---on course will cover the intricacies of full text searching including Boolean logic, proximity searches, and natural language queries. The course will include hands-on training in Lexis, Westlaw, and the Internet. *Prerequisite: LEG 2004.*

LEG 3304 Interviewing, Interrogation and Alternative Dispute Resolution (3)

In this course, students develop the interpersonal skills of interviewing, interrogation, negotiation, and mediation. Although the course deals with problems that arise in legal and criminal justice settings, the skills learned are readily transferable to other areas such as business and personal relationships. Students will receive training in effective communication through a combination of teaching methods including lecture, role-playing, simulation exercises, and observation of experienced mediators in actual cases. Required of all paralegal and legal studies majors; suggested for all law and paralegal minors considering law school. *Prerequisite: LEG 2004 or permission of instructor.*

LEG 3400 Advanced Criminal Law (3)

In the criminal law field, there is no substitute for finely honed research and writing skills. This course will focus on advanced issues and trends in this area and help students become effective members of a defense or prosecutorial team. Students will have an opportunity to exercise and polish their oral advocacy skills as well as their writing technique. *Prerequisites: LEG 2004, LEG 2005, and LEG 2900.*

LEG 3603 Law Office Computer Applications (3)

This course is designed for the student already conversant with the basic functions of word processing, database management, spreadsheet design, and presentation software. This course builds on that

knowledge and also focuses on applications for computer technology within the law firm. Areas of coverage include hard disk management, database systems for litigation support, timekeeping, docket control, and conflicts checks, spreadsheets for real estate analysis and economic case analysis, and trial presentation software. Throughout the course, there is an emphasis on the ethical obligations of the attorney and paralegal regarding the use of technology in the practice of law. *Prerequisites: LEG 2004 and LEG 2006.*

LEG 3803 Sport Law (3)

From broken bats to broken promises, this course explores the legal concepts and issues that impact the sports industry and provides essential knowledge for any student interested in the law, sports, or sports management. You will read sport---related articles, negotiate a pro football player's contract, arbitrate a professional baseball player's salary, and participate in a trial. Through readings, exercises, discussion, and lecture, you will gain an understanding of the legal system, sports organizations, and those areas of the law that affect sports, including personal injury, contracts, criminal law, facility risk management, Title IX, and intellectual property. *Prerequisite: BUS 2600, CRJ 2600, or LEG 2004.*

LEG 4501 Elder Law (3)

Americans are living longer than ever before. But the elders in our society seem to be an almost invisible population. How has American culture and the American justice system reacted to an aging population? Students in this course will examine the American justice system's response to these and other questions that affect the elderly and therefore, affect us all. Topics include an overview of elder abuse, living wills and health care proxies, nursing home regulations, housing issued, Medicare and Medicaid concerns, elder suicide, elders in American media and culture, estate issues, and more. *Prerequisite: LEG 2004 or permission of instructor.*

LEG 4502 Juvenile Law (3)

Children enter the judicial system in many ways. They may be the victims of the perpetrators of crime, the subjects of custody battles, or children in need of care and protection. They may have experienced the terror of abuse or anticipated the joy of adoption. Students in this course explore the nature of the rights of juveniles and examine the courts' attempts to identify and act in their best interests. *Prerequisite: LEG2004.*

LEG 4505 Advanced Legal Studies Seminar (3)

What is law and what role does it play in societal change? This question will be examined from the viewpoint of philosophy, great literature, and the modern media. This capstone course is designed to give paralegal and legal studies majors and minors a time for reflection and introspection about what it will mean to them to pursue a career in law. The focus of the course is on how non--- lawyers think of law and its role in society. This course is required of all legal studies and paralegal majors; it is a suggested elective for all paralegal minors considering law school. (Note: This course does not qualify as a paralegal specialty course.) *Prerequisite: LEG2004.*

LEG 4605 Advanced Legal Research and Writing (3)

In this course students build upon the legal researching and writing skills learned in Legal Studies I and II. In addition to reviewing the techniques of researching Massachusetts law, students learn how to research problems involving federal and other states' statutes, regulations, and court opinions. Students conduct independent legal research culminating in law office memoranda and court briefs. *Prerequisites: LEG 2004 and LEG 2005.*

LEG 4800 Paralegal Internship (4)

This is a guided, practical, unpaid work experience for qualified paralegal students. Students are aided in seeking an internship position. On---the---job activities include the keeping of a daily experience log and the written submission of a final project. Only students with a minimum 3.0 cumulative grade point average (GPA) are eligible for the internship program. Students who are not eligible or who cannot meet the time requirements of an internship may, with department approval, substitute two legal specialty courses. *Prerequisite: LEG 2004; LEG 4605 is highly recommended.*

LEG 4900 Independent Research (1-3)

Students with strong academic records, motivation, and independent learning ability may submit study proposals to the division chair at the time of course registration, to be approved by the end of the first week of classes. *Prerequisite: LEG 2004.*

Mathematics

MAT 1001 Fundamentals of Mathematics (3)

A course designed to give students a firm foundation in pre-Algebra mathematics. It is particularly suited to students needing a review course in mathematics before attempting to take College Algebra, as well as to students seeking a broad foundation in contemporary mathematics. Topics include: Whole numbers, Integers, Solving Equations and Problem Solving, Fractions, Decimals, Ratio and Proportion, Percent, Graphing, Geometry and Measurement. This course does not satisfy the math core requirement.

MAT 1002 Math for Educators: Number and Operations (3)

This course is designed for Education majors and is an introductory course on number systems. Students will develop a deep understanding of the mathematical concepts of number and operations, and the properties of number systems which are essential for successful elementary school teaching. Topics will include the development and properties of various number systems and operations and different representations in these number systems (such as those in bases other than 10). Students will develop a conceptual understanding of the course material in a learning environment that models the pedagogical foundations of the Massachusetts Curriculum Frameworks for Mathematics and the National Council of Teachers of Mathematics (NCTM) Standards. This course does not satisfy the math core requirement. Prerequisite: Education majors only or by instructor permission. Education majors only or by instructor permission. This course does not satisfy the math core requirement.

MAT 1005 Chess (2)

A course designed to learn the basic ideas behind the game of Chess. Emphasis will be placed on end game study and tactics. This course does not satisfy the math core requirement.

MAT 1008 College Math (3)

A course designed to give students a firm foundation in non-calculus mathematics. It is particularly suited to students in management and in health, life, and social science programs, as well as to students seeking a broad foundation in contemporary mathematics. Topics considered: fundamentals of algebra, linear, polynomial, rational, exponential, and logarithmic models, mathematics of finance, matrix theory, and use of calculators in problem solving.

MAT 1009 Elementary Statistics (3)

General statistical techniques (e.g. descriptive statistics, probability theory, frequency distributions, hypothesis testing, and correlation theory). An introduction to the use of the computer, but not computer programming, will also be given.

MAT 1014 Math for Educators: Geometry, Measurement & Statistics (3)

This course is designed for Education majors and develops students' understanding of geometry, measurement, and statistics. Students will develop a deep understanding of the concepts which are essential for successful elementary school teaching. Topics will include two- and three- dimensional geometry, measurement, data analysis, and single variable and bivariate statistics. Students will develop a conceptual understanding of the course material in a learning environment that models the pedagogical foundations of the Massachusetts Curriculum Frameworks for Mathematics and the National Council of Teachers of Mathematics (NCTM) Standards. Education majors only or by instructor permission.

MAT 1024 Math for Educators: Algebra & Fractions (3)

This course is designed for Education majors and develops students' understanding of the mathematical content of fractions, elementary number theory, patterns, functions and algebra. Students will develop a deep understanding of the concepts which are essential for successful elementary school teaching. Topics will include fractions, elementary number theory, concepts of variable and function; linear functions and their graphs; patterns, arithmetic and geometric progressions; solving equations and applications. Students will develop a conceptual understanding of the course material in a learning environment that models the pedagogical foundations of the Massachusetts Curriculum Frameworks for Mathematics and the National Council of Teachers of Mathematics (NCTM) Standards. Education majors only or by instructor permission.

MAT 1101 Statistics for Business (3)

A course in general statistics designed for business majors. General techniques of statistics (measures of center, probability distributions, confidence intervals, and hypothesis testing) are presented in a business context and supplemented by Excel calculations.

MAT 1200 Pre-Calculus (3)

A course designed to provide the student with the mathematical background needed for calculus, physics, chemistry, and biology. The course begins with a review of important algebraic concepts followed with a structured study of functions emphasizing trigonometric, exponential, and logarithmic functions.

MAT 1301 Differential Calculus (3)

A study of theory of limits, continuity of a function; derivative of function; applications of derivatives. Pre-requisites: Pre-Calculus or Instructor Permission must be completed prior to taking this course - recommended prior to taking this course, but is not required.

MAT 1302 Integral Calculus (3)

A study of antiderivative and definite integrals of a function, applications. *Prerequisite: MAT 1301 or the consent of the instructor.*

MAT 2003 Calculus (3)

Parametric equations, polar/spherical coordinate systems. Calculus of several variables; min/max., applications, multiple integrals. *Prerequisite: MAT 1302 or the consent of the instructor.*

MAT 2005/5005 Linear Algebra (3)

A study of vector spaces, linear transformations, and matrices. Solutions to systems of equations by using matrix techniques.

MAT 3003 Advanced Calculus (3)

A proof-oriented course with emphasis on sound understanding of basic principles of analysis. Topics discussed will include the real number system, functions of one and several variables, vectors and vector fields, linear transformations. *Prerequisite: MAT 2003 or the consent of the instructor.*

MAT 3008 Geometry (3)

A study of fundamental theory of projective spaces and of their groups of linear transformations: projective, affine, similarity, Euclidean, and non-Euclidean geometry. *Prerequisites: MAT 2005 or consent of the instructor.*

MAT 3009 Differential Equations (3)

A study of existence theory, linear differential equations, systems of differential equations, and boundary value problems. Numerical and series solution methods. Applications. *Prerequisites: MAT 2003 and 2005.*

MAT 3100 Numerical Analysis (3)

A study of round-off error, interpolation, solution of linear systems of equations, matrix inversion, numerical integration, numerical solution of differential equations. Emphasis on the theoretical basis of these methods and solution of problems on a computer. *Prerequisite: MAT 3009 or the consent of the instructor.*

MAT 3105 Mathematical Probability and Statistics (3)

An introduction to theoretical probability and mathematical statistics. Topics considered will be sample spaces, conditional probability, probability distributions, sampling theory, estimation, and hypothesis testing. *Prerequisite: MAT 1302.*

MAT 3205 Actuary Exam Prep (3)

Independent study designed to prepare students to pass the P/1 actuary exam.

MAT 3400 Abstract Algebra (3)

A study of number theory, groups, rings, integral domains, and fields.

MAT 3605 Actuarial Stats/Engineer (3)

Probability Theory- Basic Counting, Probability Axioms, Discrete and Continuous Distributions, Conditional Probability and Expected Value

MAT 3700 Discrete Math (3)

An introduction to mathematical logic and set theory.

MAT 4001 Special Topics: Comp Variability (3)

Theory of functions of one complex variable. Topics include: algebra of complex numbers, analytic functions, contour integration, Cauchy theorem, and residue calculus.

MAT 4100 Number Theory (3)

A study of the integers and their properties. Topics include: divisors of an integer, Diophantine equations, linear/quadratic congruencies, Fermat's and Wilson's theorems, perfect numbers, and distribution of prime numbers. Problem solving techniques and skills will be emphasized throughout the course.

MAT 4200 Complex Variables (3)

A study of the mathematics of complex valued functions. Emphasis will be placed on the similarities/differences of real valued functions compared to complex valued functions. Topics include: complex numbers, functions, limits, differentiation, integration, Cauchy- Riemann equations, Taylor Series, and residue theory.

MAT 4300 Actuarial Mathematics (3)
The course is designed to give the students an overview of the mathematics of actuarial work. The course is composed of three major themes: 1) A study of interest theory, simple annuities.
2) A study of life tables and survival models. 3) A study of insurances.

MAT 4400, 4500 – Independent Study (1 to 6 credits)

Music

NOTE: Music courses may be used to fulfill the fine and performing arts core requirement.

MUS 1007 Music Appreciation: The Art of Listening (3)

This course will teach the student to listen perceptively, appreciating and identifying voices, instruments, forms, types of compositions, and styles.

MUS 1500 Beginners Group Piano I (3)

This course is intended only for beginners. It will teach the basic elements of music theory and piano technique, and will enable students to read music. There is a lab fee.

MUS 1501 Beginners Group Piano II (3)

This course is designed to lead the student step by step through basic keyboard fundamentals using a wide repertoire of music. The course will also investigate theory, technique, and sight reading materials. Students will encounter the basic elements of music, including chords, playing tunes in different keys as well as in various rhythmic values. There is a lab fee. *Prerequisite: MUS 1500 or permission of the Instructor.*

MUS 2105 Great Composers (3)
This course approaches the life and works of significant composers past and present from a variety of cultures and musical styles. Special topics include sections on film, computer, and live theater composers.

MUS 2202 Instrumental Ensemble (1 or 2)

Open to students who already play an instrument or sing, and want to experience ensemble playing. The course may be repeated for credit for up to four semesters. After that, this course may be audited or taken for no credit.

MUS 2300 World Music (3)

Explores selected music and rhythms from throughout the world. Students will explore various folk, popular, indigenous, and hybrid music from every continent and survey the development of musical traditions through the development of contemporary world music. A special extended section on several American musical traditions will also be featured in this course, including country, folk, and musical transmissions from Europe, expressive cultural traditions from indigenous peoples of America, as well as various black musical traditions in the New World. This course contributes to the global/cultural awareness core requirement.

MUS 2500 Applied Piano (2)

Private instruction in piano, adapted to the aptitude and previous training of the student. The student will participate in a recital at the end of the semester. Fee for lessons is $200.

MUS 2600 Music Production (3)

As a hands-on study of music production with a liberal arts approach, this course focuses on the creation of music through a variety of studio and recording technologies. No musical background is required; this course also covers music foundations and copyright as they pertain to music production.

Nursing

NUR 1025 Nursing Foundations: Roles, Introduction to Contemporary Practice and Assessment (8) *LPN to BSN Only*

This course introduces the student to the major concepts and ideas forming the context of contemporary professional nursing practice including professional standards of practice, development of professional behaviors, evidence-based practice, nursing informatics, and micro/macro systems in healthcare. The evolution of nursing, nursing practice, and nursing theory is explored. This course also reviews comprehensive health assessments utilizing Gordon's Functional Health Patterns. Assessments will include: physiological, psychological, sociological, cultural, and spiritual assessments, as well as identification of stressors and health risks. Nursing process provides a decision-making framework to improve clinical judgment skills. Students review the knowledge, skills, and attitudes needed to promote health and preventing disease as patients strive to reach their optimal state of wellness along with wellness as a means of minimizing burnout and compassion fatigue. *Co-requisite: NUR-1025C*

NUR 1100 Introduction to Contemporary Nursing Practice (3)

This course introduces the student to the major concepts and ideas forming the context of contemporary professional nursing practice including professional standards of practice, development of professional behaviors, evidence-based practice, nursing informatics and micro/macrosystems in healthcare. Students are introduced to the Nurse of the Future (2010) framework and the core competencies that comprise the framework used in the Elms College nursing curriculum. The evolution of nursing, nursing practice, and nursing theory is explored. This course is intended to help students develop a beginning personal philosophy of nursing as well as a foundation for quality and safety in professional nursing practice.

NUR 1300 Medical Terminology for Nursing (3)

NUR 1300 Medical Terminology course is designed to introduce students to the shared language of professionals within the healthcare system. The course will provide the knowledge and skills to identify, build and recognize terminology used to describe the human body, pathological processes, procedures, conditions and disease. Throughout the course the student will gain an understanding of the importance of medical terminology in the role of excellent communication and safety within the medical environment.

NUR 2025 Professional Nursing Second Level: Pathophysiology, Pharmacology, Medical-Surgical (8) *LPN to BSN Only*

This course introduces the principles of Pharmacology, Pathophysiology, and Care of the Chronically Ill. It includes pharmacokinetics, pharmacodynamics, medication interactions, and potential adverse medication reactions. Emphasis is placed on drug classifications and nursing care related to the safe administration of medication to patients across the life span. Altered processes of human physiology, biological process, effects on homeostasis, clinical manifestations, and treatments are also covered along with concepts of patient centered care, cultural sensitivity, informatics, safe practice, and professionalism. This course covers NUR 2205, 2109, NUR 3106, and NUR 3306. *Co-requisite: NUR-2025C*

NUR 2103 Medication Dosage Calculations (1)

This course will build upon the student's basic math skills to calculate safe medications dosages, convert measurement systems, select appropriate dosage calculations tools for medication administrations, and determine the parameters for safe medication administration. The student will interpret information in a drug handbook and apply the knowledge to a medication order with consideration of the patient's age, weight, and medical condition. Basic mathematical concepts, decimals, fractions, ratio and proportion, and measurement conversions are included. This course is intended to prepare the student nurse for safe, patient centered administration of medications, and accurate documentation in both traditional and electronic records.

NUR 2107 Health Assessment of the Adult (4)

This course explores the concept of health and patient-centered assessment, integrating the essentials of communication, professionalism, safety, quality care, and evidence- based practice. The student will develop the knowledge, skills, and attitudes necessary to perform a health assessment within the context of

the nursing process. The laboratory focus is on the development of assessment skills through data collection, analysis, and interpretation, utilizing Gordon's Functional Health Patterns.

NUR 2113 Medication Dosage Calculations (1)

This course will build upon the student's basic math skills to calculate safe medications dosages, convert measurement systems, select appropriate dosage calculations tools for medication administrations, and determine the parameters for safe medication administration. The student will interpret information in a drug handbook and apply the knowledge to a medication order with consideration of the patient's age, weight, and medical condition. Basic mathematical concepts, decimals, fractions, ratio and proportion, and measurement conversions are included. This course is intended to prepare the student nurse for safe, patient centered administration of medications, and accurate documentation in both traditional and electronic records.

NUR 2117 Health Assessment of the Adult (4) *Accelerated Second Degree Students Only*

This course explores the concept of health and patient-centered assessment, integrating the essentials of communication, professionalism, safety, quality care, and evidence- based practice. The student will develop the knowledge, skills, and attitudes necessary to perform a health assessment within the context of the nursing process. The laboratory focus is on the development of assessment skills through data collection, analysis, and interpretation, utilizing Gordon's Functional Health Patterns.

NUR 2201 Fundamentals of Nursing (5)

This course focuses on the acquisition of the basic knowledge, attitudes and skills necessary for providing safe, patient centered care. Emphasis is on the nursing process (assessment, diagnosing, planning, implementation, and evaluation), functional health patterns, communication strategies, clinical reasoning and decision making, and professional role development. The clinical focus is on beginning application of nursing knowledge and evidence-based practice interventions in the laboratory setting and with selected patients in clinical settings. *PRE-REQUISITES: NUR 1100, 2107, 2109; BIO 2107, 2107; CHE 1905. CO-REQUISITES: NUR 2205*

NUR 2208 Pathopharmacology I (3)

This course examines how normal physiological processes in adults are altered by disease. Changes in neurological, cardiovascular, respiratory, gastrointestinal, renal, endocrine, hematological, musculoskeletal, and integumentary function will be discussed from a nursing perspective. The study of pharmacotherapeutics and clinical pharmacology for nursing practice and treatment of selected physiological alterations will be discussed. Emphasis is placed on the therapeutic application of medications, using the nursing process and clinical judgment to promote safe, evidence-based patient care and teaching to achieve quality health outcomes. Mechanisms of action, therapeutic effects, adverse effects, and genetic variation in response to medications across major medication classes will be discussed, with a focus on commonly used medications within each class. Active learning strategies are used to engage students with diverse learning styles. This course addresses the learning outcomes of the AACN and the Elms College School of Nursing.

NUR 2209 Pathopharmacology II (3)

This course examines how normal physiological processes in adults are altered by disease. Changes in neurological, cardiovascular, respiratory, gastrointestinal, renal, endocrine, hematological, musculoskeletal, and integumentary function will be discussed from a nursing perspective. The study of pharmacotherapeutics and clinical pharmacology for nursing practice and treatment of selected physiological alterations will be discussed. Emphasis is placed on the therapeutic application of medications using the nursing process and clinical judgment to promote safe, evidence-based patient care and teaching for quality health outcomes. Mechanisms of action, therapeutic effects, adverse effects, and variation in response to medications related to genetic influence for major medication classes will be discussed, with a focus on commonly used medications within each class. Active learning strategies are used to engage students with diverse learning styles. This course addresses the learning outcomes of the AACN and the Elms College School of Nursing.

NUR-2211 Fundamentals of Nursing (5) *Accelerated Second Degree Students Only*

This course focuses on the acquisition of the basic knowledge, attitudes and skills necessary for providing safe, patient centered care. Emphasis is on the nursing process (assessment, diagnosing, planning, implementation, and evaluation), functional health patterns, communication strategies, clinical reasoning and decision making, and professional role development. The clinical focus is on beginning application of nursing knowledge and evidence-based practice interventions in the laboratory setting and with selected patients in clinical settings.

NUR 2218 Pathopharmacology I (3) *Accelerated Second Degree Students Only*

This course examines how normal physiological processes in adults are altered by disease. Changes in neurological, cardiovascular, respiratory, gastrointestinal, renal, endocrine, hematological, musculoskeletal, and integumentary function will be discussed from a nursing perspective. The study of pharmacotherapeutics and clinical pharmacology for nursing practice and treatment of selected physiological alterations will be discussed. Emphasis is placed on the therapeutic application of medications, using the nursing process and clinical judgment to promote safe, evidence-based patient care and teaching to achieve quality health outcomes. Mechanisms of action, therapeutic effects, adverse effects, and genetic variation in response to medications across major medication classes will be discussed, with a focus on commonly used medications within each class. Active learning strategies are used to engage students with diverse learning styles. This course addresses the learning outcomes of the AACN and the Elms College School of Nursing.

NUR-2219 Pathopharmacology II (3) *Accelerated Second Degree Students Only*

This course examines how normal physiological processes in adults are altered by disease. Changes in neurological, cardiovascular, respiratory, gastrointestinal, renal, endocrine, hematological, musculoskeletal, and integumentary function will be discussed from a nursing perspective. The study of pharmacotherapeutics and clinical pharmacology for nursing practice and treatment of selected

physiological alterations will be discussed. Emphasis is placed on the therapeutic application of medications using the nursing process and clinical judgment to promote safe, evidence-based patient care and teaching for quality health outcomes. Mechanisms of action, therapeutic effects, adverse effects, and variation in response to medications related to genetic influence for major medication classes will be discussed, with a focus on commonly used medications within each class. Active learning strategies are used to engage students with diverse learning styles. This course addresses the learning outcomes of the AACN and the Elms College School of Nursing.

NUR 2600 Professional Communication in Nursing (3) *RN-BSN only*

This course focuses on communication skills that are essential for professional nurses: clear exposition, persuasive argument, effective synthesis, mastery of mechanics and confident delivery. Students will write most weeks in class or in take-home assignments. Peer editing and group work is considered part of the course. There will be oral presentations as well. This is a "communication intensive" course for the core curriculum. This course addresses relevant criteria of the American Association of Colleges of Nursing – The Essentials of Baccalaureate Education for Professional Nursing Practice. Please see http://www.aacnnursing.org/Education- Resources/AACN-Essentials to review this document.

NUR-3025 Professional Nursing Third Level: Mental Health and Medical-Surgical (8) *LPN to BSN Only*

This course focuses on the advanced concepts of nursing care as they relate to patients across the life span with complex, multi-system alterations including patients experiencing cognitive, mental, and behavioral disorders. Emphasis is placed on management of patients facing emotional and psychological stressors as well as promoting and maintaining the mental health of individuals and families. Emphasis is also placed on implementing time management and organizational skills while managing the care of patients with multiple needs and collaborating with the interdisciplinary team. Complex clinical skills, as well as priority setting, clinical judgment and tenets of legal and ethical practice are integrated throughout the course. Concepts of crisis intervention, therapeutic communication, anger management, and coping skills are also integrated throughout the course. *Co-requisite: NUR-3025C*

NUR 3101 Nursing as a Profession (3) *RN-BSN only*

This course is designed as a bridge course for the registered nurse student who is advancing towards the baccalaureate or Masters level. Acknowledging prior nursing preparation, the course will introduce the RN student to the philosophy and core concepts of the Elms baccalaureate and MSN nursing curricula. Selected topics (concepts, theories, models, processes) for nurses advancing in their educational preparation and career are explored within the scope of current professional nursing process. The focus is on core concepts of baccalaureate prepared nurses that will bridge the RN to baccalaureate and master's education. Specifically, this course is guided by selected content described by the AACN in its Essentials of Baccalaureate Education for Professional Nursing Practice (please see http://www.aacnnursing.org/Education- Resources/AACN-Essentials), Quality and Safety Education in

Nursing (QSEN), and the Massachusetts Department of Higher Education's Nurse of the Future Core (NOF) Competencies. An expectation of knowledge, attitude, and skills (KIAS) growth as a professional is implicit.

NUR 3102 Adult Health Assessment for the Registered Nurse (3) *RN-BSN only*

This course, designed for the registered nurse student who is advancing towards the baccalaureate level, acknowledges and enhances prior nursing preparation. This course builds upon assessment skills and decision-making competencies in the practical application of health assessment as the basis for nursing intervention and practice. It integrates the essentials for communication, professionalism, safety, quality care, and evidence –based care. The student will refine knowledge, skills, and attitudes necessary to perform a health assessment within the context of the nursing process. The focus is on core competencies that will bridge the RN to baccalaureate education. This course addresses relevant criteria of the American Association of Colleges of Nursing – The Essentials of Baccalaureate Education for Professional Nursing Practice (http://www.aacnnursing.org/Education-Resources/AACN-Essentials) and the Elms College School of Nursing curriculum competencies.

NUR 3106 Nursing Care of the Adult I (5)

This course focuses on nursing care of the adult and builds on prior knowledge and skills gained in fundamentals of nursing, pathophysiology, and pharmacology and health assessment. This course stresses the beginning clinical reasoning for common health problems of adults with an emphasis on the leading causes of morbidity and mortality in the United States. Evidence- based practice and standards of care are integrated in course content, laboratory exercises and clinical experiences with exposure to a diverse patient population experiencing varying levels of wellbeing. The roles and responsibilities of the nurse in the acute care setting in relationship to safety, quality, legal, and ethical issues will be discussed. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education-Resources/AACN-Essentials) and Elms College School of Nursing Curriculum Competencies. *PREREQUISITES: Successful completion of all required nursing courses according to the curriculum plan. CO-REQUISITES: NUR 3106L, NUR 316C. Failure of NUR 3106 course will require students to retake NUR 3106 skills lab, and NUR 3106 clinical.*

NUR 3107 Genomics: Application to Nursing Practice (3) *RN-BSN Only*

This course provided the student with basic foundation to understanding the science of genomics and its implications for nursing practice. Professional responsibilities of recognizing one's own values and beliefs and advocating for client access to services and resources are examined. Incorporation of new genetic/genomic technologies and knowledge into professional nursing practice through assessment, identification, referral, and client education and support will be explored. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (http://www.aacnnursing.org/Education-Resources/AACN-Essentials), Essentials I, II, III, IV, V, VI, VII, & IX.

NUR 3109 Spiritual Care of the Patient (3)

Offered asynchronous online. This course is open to any student at Elms College. Please note – this elective course does NOT fulfill the religion core requirement. The purpose of this course is to facilitate healthcare professionals' understanding of the importance of spirituality for the patient, and to enable caregivers to become more aware of their spiritual selves thereby becoming more comfortable engaging with their patients regarding aspects of spirituality.

Further, interdisciplinary teams coordinating with chaplaincy over spiritual and religious care of their patients is explored. This course will be conducted in full appreciation of the grandeur and complexity of the human person in light of Christian anthropology. By the end of the course, it is intended that the student will gain the confidence to initiate conversations surrounding end-of-life situations and intervene where appropriate to coordinate spiritual care. This course prepares nurses and other healthcare professionals to implement an appropriate spiritual assessment and provide quality patient-centered spiritual care according to Joint Commission guidelines with Catholic, Christian, and other traditions.

NUR-3116 Nursing Care of the Adult (4) *Accelerated Second Degree Students Only*

This course focuses on nursing care of the adult and builds on prior knowledge and skills gained in fundamentals of nursing, pathophysiology, and pharmacology and health assessment. This course stresses 168 the beginning clinical reasoning for common health problems of adults with an emphasis on the leading causes of morbidity and mortality in the United States. Evidence- based practice and standards of care are integrated in course content, laboratory exercises and clinical experiences with exposure to a diverse patient population experiencing varying levels of wellbeing. The roles and responsibilities of the nurse in the acute care setting in relationship to safety, quality, legal, and ethical issues will be discussed. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education-Resources/AACN-Essentials) and Elms College School of Nursing Curriculum Competencies. PREREQUISITES: Successful completion of all required nursing courses according to the curriculum plan. CO-REQUISITE: NUR 3106C. Failure of NUR 3106 course will require students to retake NUR 3106 clinical.

NUR 3207 Family Nursing: Theory and Application (3) *RN to BSN Only*

This course will introduce the student to the development of family health nursing. It will provide understanding of select theories, frameworks, and concepts that will assist in understanding family dynamics and the relationship to family health promotion. Students will investigate concepts of health promotion and health protection that will assist in helping families promote, attain, and regain health. This course will provide guidelines for measuring, assessing, contracting, and collaborating with families to attain higher levels of health.

NUR 3306 Nursing Care of the Adult II (5)

This course builds on nursing care of the adult and on prior knowledge and skills gained in Nursing Care

of the Adult I, Fundamentals of Nursing, Pathophysiology, Pharmacology and Health Assessment of the Adult. This course expands the knowledge base to further build on clinical reasoning for common health problems of adults with an emphasis on the leading causes of morbidity and mortality in the United States. Evidence- based practice and standards of care are integrated in course content, laboratory exercises and clinical experiences with exposure to a diverse patient population experiencing varying levels of wellbeing. The roles and responsibilities of the nurse in the acute care setting in relationship to safety, collaboration, discharge planning, and health education will be discussed. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education-Resources/AACN-Essentials) and Elms College School of Nursing Curriculum Competencies. *PREREQUISITES: Successful completion of all required nursing courses according to the curriculum plan. CO-REQUISITES: NUR 3306L, NUR 3306C Failure of NUR 3306 course will require students to retake NUR 3306L and NUR 3306C*

NUR-3316 Nursing Care of the Adult II (4) *Accelerated Second Degree Students Only*

This course builds on nursing care of the adult and on prior knowledge and skills gained in Nursing Care of the Adult I, Fundamentals of Nursing, Pathophysiology, Pharmacology and Health Assessment of the Adult. This course expands the knowledge base to further build on clinical reasoning for common health problems of adults with an emphasis on the leading causes of morbidity and mortality in the United States. Evidence- based practice and standards of care are integrated in course content, laboratory exercises and clinical experiences with exposure to a diverse patient population experiencing varying levels of wellbeing. The roles and responsibilities of the nurse in the acute care setting in relationship to safety, collaboration, discharge planning, and health education will be discussed. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/EducationResources/AACN-Essentials) and Elms College School of Nursing Curriculum Competencies. PREREQUISITES: Successful completion of all required nursing courses according to the curriculum plan. CO-REQUISITE: NUR 3306C. Failure of NUR 3306 course will require students to retake NUR 3306C.

NUR 3400 Evidence–based Nursing (3) *RN-BSN Only*

Evidence –based practice is a process involving the examination and application of research findings or other reliable evidence that has been integrated with scientific theories. This course introduces the student to research-based findings for the purpose of informing decisions about care delivery.

Students will be prepared to identify, appraise and utilize the best current evidence combined with clinical expertise and consideration of patient preferences, experience, and values. The essentials of the research process lay the foundation of how to conduct, interpret, critique, and apply research findings into clinical practice. This course addresses relevant criteria of the American Association of Colleges of Nursing – The Essentials of Baccalaureate Education for Professional Nursing Practice. Please see (http://www.aacnnursing.org/Education- Resources/AACN-Essentials) to review this document.

NUR 3405 Nursing Research (3)

Nursing Research introduces the student to the quantitative and qualitative research process in nursing and

examines the relationship between nursing theory, research and practice. The essentials of the research process lay the foundation for how to conduct, interpret, critique and apply research findings into clinical practice. Selected examples of nursing research will be critiqued and evaluated for relevance in clinical settings. Furthermore, this course familiarizes the student with the concept of evidence-based practice and the use of research-based findings for the purpose of informing decisions about care delivery. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education-Resources/AACN-Essentials) and Elms College School of Nursing Curriculum Competencies.

NUR 3406 Mental Health Nursing (4)
This course addresses the role of the psychiatric mental health nurse as both provider of safe, patient-centered care and member of the health care team. Evidence-based nursing practice, including psychopharmacology and multiple treatment modalities is applied from a culturally diverse perspective to clients and families with mental health needs. The role of the nurse as therapeutic communicator, caregiver, and advocate for clients' rights is emphasized. Care of the self and self- awareness are also important components of success in this course. Specific psychiatric diagnosis are examined including but not limited to the following: anxiety disorders, substance related disorders, mood disorders, personality disorders, schizophrenia, organic mental disorders, somatoform disorders, eating disorders, suicidal behavior, dissociative disorders, childhood and adolescent issues, and violence abuse. The student will develop an appreciation of the struggle mental health clients' face in achieving wellness. The professional role is expanded through the development of professional skills as a nurse counselor; listening, responding, planning, intervening, and evaluating care of selected clients. Clinical experiences are in structured mental health settings. Guided clinical experiences are provided so that the student will have opportunities to deliver holistic nursing care in both hospital and community-based settings. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education- Resources/AACN-Essentials) and Elms College School of Nursing Curriculum Competencies.

NUR 3415 Nursing Research (3) *Accelerated Second Degree Students Only*

Nursing Research introduces the student to the quantitative and qualitative research process in nursing and examines the relationship between nursing theory, research and practice. The essentials of the research process lay the foundation for how to conduct, interpret, critique and apply research findings into clinical practice. Selected examples of nursing research will be critiqued and evaluated for relevance in clinical settings. Furthermore, this course familiarizes the student with the concept of evidence-based practice and the use of research-based findings for the purpose of informing decisions about care delivery. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education-Resources/AACN-Essentials) and Elms College School of Nursing Curriculum Competencies.

NUR 3416 Mental Health Nursing (4) *Accelerated Second Degree Students Only*
This course addresses the role of the psychiatric mental health nurse as both provider of safe, patient-

centered care and member of the health care team. Evidence-based nursing practice, including psychopharmacology and multiple treatment modalities is applied from a culturally diverse perspective to clients and families with mental health needs. The role of the nurse as therapeutic communicator, caregiver, and advocate for clients' rights is emphasized. Care of the self and self- awareness are also important components of success in this course. Specific psychiatric diagnosis are examined including but not limited to the following: anxiety disorders, substance related disorders, mood disorders, personality disorders, schizophrenia, organic mental disorders, somatoform disorders, eating disorders, suicidal behavior, dissociative disorders, childhood and adolescent issues, and violence abuse. The student will develop an appreciation of the struggle mental health clients' face in achieving wellness. The professional role is expanded through the development of professional skills as a nurse counselor; listening, responding, planning, intervening, and evaluating care of selected clients. Clinical experiences are in structured mental health settings. Guided clinical experiences are provided so that the student will have opportunities to deliver holistic nursing care in both hospital and community-based settings. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education- Resources/AACN-Essentials) and Elms College School of Nursing Curriculum Competencies.

NUR 3425 Nursing Research (3) *LPN to BSN Only*

Nursing Research introduces the student to the quantitative and qualitative research process in nursing and examines the relationship between nursing theory, research and practice. The essentials of the research process lay the foundation for how to conduct, interpret, critique and apply research findings into clinical practice. Selected examples of nursing research will be critiqued and evaluated for relevance in clinical settings. Furthermore, this course familiarizes the student with the concept of evidence-based practice and the use of research-based findings for the purpose of informing decisions about care delivery. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education-Resources/AACN-Essentials) and Elms College School of Nursing Curriculum Competencies.

NUR 3604 Children and Families (5)

In this course the student will develop the skills necessary to provide safe, quality driven patient centered care. Evidence-based research, family and developmental theories and practice are emphasized in the theoretical and clinical components of this course. Concepts related to communication, interview process and health history taking of the pediatric client, physical and pain assessments, growth and development, and social and cultural influences are explored.

Operationalizing concepts within this course will enable students to provide anticipatory guidance and empowerment of parenting. Leadership skills are demonstrated in the clinical aspect of this course through participation in cooperative behaviors with care team providers for the purpose of meeting the patient and family needs. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education-Resources/AACN- Essentials) and Elms College School of Nursing Curriculum Competencies.

NUR 3608 Maternal/Newborn Nursing (5)

In this course, the student will develop the skills necessary to provide safe, quality driven patient- centered care for the childbearing family. A major focus of this course will be the healthy and at-risk mother and baby within the context of pregnancy, childbirth and the postpartum/neonatal periods. Evidence-based research, theories and practice are emphasized in the theoretical and clinical components of this course. Concepts related to perinatal physiology, genetics, psychological and developmental theories, nursing theories and cultural awareness are explored. Operationalizing concepts within this course will enable students to provide anticipatory guidance and empowerment of parenting. Leadership skills are demonstrated in the clinical aspect of this course through participation in cooperative behaviors with care team providers for the purpose of meeting the needs of the childbearing family. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education-Resources/AACN-Essentials) and Elms College School of Nursing Curriculum Competencies.

NUR 3614 Children and Families (4) *Accelerated Nursing Students Only*
In this course the student will develop the skills necessary to provide safe, quality driven patient centered care. Evidence-based research, family and developmental theories and practice are emphasized in the theoretical and clinical components of this course. Concepts related to communication, interview process and health history taking of the pediatric client, physical and pain assessments, growth and development, and social and cultural influences are explored. Operationalizing concepts within this course will enable students to provide anticipatory guidance and empowerment of parenting. Leadership skills are demonstrated in the clinical aspect of this course through participation in cooperative behaviors with care team providers for the purpose of meeting the patient and family needs. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education-Resources/AAC
N- Essentials) and Elms College School of Nursing Curriculum Competencies.

NUR 3618 Maternal/Newborn Nursing (4) *Accelerated Second Degree Students Only*

In this course, the student will develop the skills necessary to provide safe, quality driven patient- centered care for the childbearing family. A major focus of this course will be the healthy and at-risk mother and baby within the context of pregnancy, childbirth and the postpartum/neonatal periods. Evidence-based research, theories and practice are emphasized in the theoretical and clinical components of this course. Concepts related to perinatal physiology, genetics, psychological and developmental theories, nursing theories and cultural awareness are explored. Operationalizing concepts within this course will enable students to provide anticipatory guidance and empowerment of parenting. Leadership skills are demonstrated in the clinical aspect of this course through participation in cooperative behaviors with care team providers for the purpose of meeting the needs of the childbearing family. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education-Resources/AACN-Essentials) and Elms College School

of Nursing Curriculum Competencies.

NUR 3624 Maternal/Newborn (5) *LPN to BSN Only*

In this course, the student will develop the skills necessary to provide safe, quality driven patient- centered care for the childbearing family. A major focus of this course will be the healthy and at-risk mother and baby within the context of pregnancy, childbirth and the postpartum/neonatal periods. Evidence-based research, theories and practice are emphasized in the theoretical and clinical components of this course. Concepts related to perinatal physiology, genetics, psychological and developmental theories, nursing theories and cultural awareness are explored. Operationalizing concepts within this course will enable students to provide anticipatory guidance and empowerment of parenting. Leadership skills are demonstrated in the clinical aspect of this course through participation in cooperative behaviors with care team providers for the purpose of meeting the needs of the childbearing family. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education-Resources/AACN-Essentials) and Elms College School of Nursing Curriculum Competencies. *Co-requisite: NUR-3624C*

NUR 3628 Children and Families (5) *LPN to BSN Only*

In this course the student will develop the skills necessary to provide safe, quality driven patient centered care. Evidence-based research, family and developmental theories and practice are emphasized in the theoretical and clinical components of this course. Concepts related to communication, interview process and health history taking of the pediatric client, physical and pain assessments, growth and development, and social and cultural influences are explored.

Operationalizing concepts within this course will enable students to provide anticipatory guidance and empowerment of parenting. Leadership skills are demonstrated in the clinical aspect of this course through participation in cooperative behaviors with care team providers for the purpose of meeting the patient and family needs. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education-Resources/AACN- Essentials) and Elms College School of Nursing Curriculum Competencies. *Co-requisite: NUR-3628C*

NUR 3901 Sr. Nora Honors Program (1)

This is the first seminar in the Nursing Honor's Curriculum. Students will cultivate the skills of critical thinking and presentation skills. They will explore topics related to professional nursing, and begin to identify nursing issues that are of individual interest. Potential honor's projects will be explored with the goal of presenting at Scholarship Day in senior year.

NUR 4209 N.C.L.E.X. Review (2)

This course assists in preparing the senior nursing student for success on the National Council Licensure Examination (NCLEX). It includes review of the current NCLEX-RN test plan, skills in reading and understanding standardized test item formats, and techniques to maximize self- confidence and improve test performance. Selected content is reviewed and students practice taking standardized multiple-choice questions in written and computerized formats.

NUR 4229 N.C.L.E.X. Preparation (2) *LPN to BSN Only*

This 8-week online course assists in preparing the senior nursing student for success on the National Council Licensure Examination (NCLEX). It includes review of the current NCLEX-RN test plan, skills in reading and understanding standardized test item formats, and techniques to maximize self- confidence and improve test performance. Selected content is reviewed and students practice taking standardized multiple-choice questions in written and computerized formats.

NUR 4302 Leadership and Role Development for the Registered Nurse (3) *RN-BSN Only*

This course focuses on the development of the professional nurse as a leader. Emphasis is placed on gaining self-awareness, using critical thinking skills, exploring political awareness, cognitive aspects of teaching and learning, and developing a philosophy of and personal practice of nursing. Field experiences will include work with a mentor whose practice offers a view of independent, expanded nursing activities. Prerequisites: all nursing courses as this is a capstone course.

NUR 4308 Quality and Safety in Healthcare (3) *RN to BSN Only*

This course provides an opportunity for the student to examine and critique aspects of the healthcare system that serve as a foundation for the provision of safe and quality-based patient centered care. The focus is on the role of the nurse and how nursing can impact quality outcomes through interdisciplinary collaboration, increased emphasis on evidence-based practice, quality and safety improvement, and the use of the advancing technology of informatics.

NUR 4405 Population Health in Nursing (3) *RN-BSN Only*

This service-learning course is designed to assist nursing students in integrating and applying nursing and public health theory to population health with a focus on community/population as a partner. Students develop beginning level skills in community assessment, epidemiological investigation, pollution-focused care and primary prevention of populations. Students analyze socio-cultural, political, economic, and environmental factors that influence population and global health. The clinical/field experience provided students opportunities to deliver population-focused care identifying determinants of health, prioritizing primary health prevention, actively identifying and reaching out to those who might benefit from service, and using available resources to assure best overall improvement in the health of population (ANA,2007). This course addresses relevant criteria of the American Association of Colleges of Nursing – The Essentials of Baccalaureate Education for Professional Nursing Practice. Please see http://www.aacnnursing.org/Education-Resources/AACN-Essentials to review this document.

NUR4605: Nursing Care of the Older Adult (5)

Caring for older adults is, and continues to be, the core business of health care institutions. No matter where nurses practice, at some time in their career they will care for older adults. The nursing care of older adults is both complex and challenging because of the array and number of chronic illnesses facing older adults, only expected to increase with longevity. The central focus of the course is on recognizing normal aging changes, geriatric syndromes, and best practices in gerontological nursing. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see

http://www.aacnnursing.org/Education- Resources/AACN-Essentials) and Elms College School of Nursing Curriculum Competencies.

NUR 4615 Nursing Care of the Older Adult (5) *Accelerated Second Degree Students Only*

Caring for older adults is, and continues to be, the core business of health care institutions. No matter where nurses practice, at some time in their career they will care for older adults. The nursing care of older adults is both complex and challenging because of the array and number of chronic illnesses facing older adults, only expected to increase with longevity. The central focus of the course is on recognizing normal aging changes, geriatric syndromes, and best practices in gerontological nursing. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education- Resources/AACN-Essentials) and Elms College School of Nursing Curriculum Competencies.

NUR 4625 Nursing Care of the Older Adult (5) *LPN to BSN Only*

Caring for older adults is, and continues to be, the core business of health care institutions. No matter where nurses practice, at some time in their career they will care for older adults. The nursing care of older adults is both complex and challenging because of the array and number of chronic illnesses facing older adults, only expected to increase with longevity. The central focus of the course is on recognizing normal aging changes, geriatric syndromes, and best practices in gerontological nursing. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education- Resources/AACN-Essentials) and Elms College School of Nursing Curriculum Competencies. *Co-requisite: NUR-4625C*

NUR 4700 Population Health Nursing (4)

Current efforts to promote health and decrease acute care utilization represent a major shift in 21st century goals of the United States healthcare system. Nurses new to the profession must acquire the necessary knowledge and skills to assume emerging roles created to reach these goals. By partnering with individuals, families, and communities in activities to improve health and avoid illness, nurses will form the leadership needed for a healthier society. This course assists students to apply the nursing process to population health through assessment and identification of a priority health need for a focused population, identification of health risks and appropriate health promotion activities, culminating in planning and implementation of a community-focused project. Beginning practice in epidemiological investigation, assessment of social and environmental influences on health, and identification of societal resources to support health helps students to incorporate various factors into their community project and increase their knowledge base in public health. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education- Resources/AACN-Essentials) and Elms College School of Nursing Curriculum Competencies.

NUR 4707 Nursing Leadership and Management of Care (5)

This senior level nursing course explores leadership and management theories and principles that facilitate entry-level nursing graduates to become leaders at the bedside, among inter- professional groups, and in the community. Classroom and clinical experiences are designed to build the knowledge, skills, and

attitudes needed for visionary leadership, case management, teamwork and collaboration, delegation, conflict resolution, ethical frameworks for decision making, and evidence- based quality improvement. Emphasis is placed on the role of the professional nurse in promoting safe, cost-effective care in a rapidly and radically changing healthcare environment. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education-Resources/AACN-Essentials) and Elms College School of Nursing Curriculum Competencies.

NUR 4710 Population Health Nursing (4) *Accelerated Second Degree Students Only*

Current efforts to promote health and decrease acute care utilization represent a major shift in 21st century goals of the United States healthcare system. Nurses new to the profession must acquire the necessary knowledge and skills to assume emerging roles created to reach these goals. By partnering with individuals, families, and communities in activities to improve health and avoid illness, nurses will form the leadership needed for a healthier society. This course assists students to apply the nursing process to population health through assessment and identification of a priority health need for a focused population, identification of health risks and appropriate health promotion activities, culminating in planning and implementation of a community-focused project. Beginning practice in epidemiological investigation, assessment of social and environmental influences on health, and identification of societal resources to support health helps students to incorporate various factors into their community project and increase their knowledge base in public health. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education- Resources/AACN-Essentials) and Elms College School of Nursing Curriculum Competencies.

NUR 4717 Nursing Leadership and Management of Care (5) *Accelerated Second Degree Students Only*

This senior level nursing course explores leadership and management theories and principles that facilitate entry-level nursing graduates to become leaders at the bedside, among inter- professional groups, and in the community. Classroom and clinical experiences are designed to build the knowledge, skills, and attitudes needed for visionary leadership, case management, teamwork and collaboration, delegation, conflict resolution, ethical frameworks for decision making, and evidence- based quality improvement. Emphasis is placed on the role of the professional nurse in promoting safe, cost-effective care in a rapidly and radically changing healthcare environment. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education-Resources/AACN-Essentials) and Elms College School of Nursing Curriculum Competencies.

NUR 4720 Population-Based Health (4) *LPN to BSN Only*

Current efforts to promote health and decrease acute care utilization represent a major shift in 21st century goals of the United States healthcare system. Nurses new to the profession must acquire the necessary knowledge and skills to assume emerging roles created to reach these goals. By partnering with individuals, families, and communities in activities to improve health and avoid illness, nurses will form

the leadership needed for a healthier society. This course assists students to apply the nursing process to population health through assessment and identification of a priority health need for a focused population, identification of health risks and appropriate health promotion activities, culminating in planning and implementation of a community-focused project. Beginning practice in epidemiological investigation, assessment of social and environmental influences on health, and identification of societal resources to support health helps students to incorporate various factors into their community project and increase their knowledge base in public health. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education- Resources/AACN-Essentials) and Elms College School of Nursing Curriculum Competencies. *Co-requisite: NUR-4720C*

NUR 4727 Leadership and Management of Care (5) *LPN to BSN Only*

This senior level nursing course explores leadership and management theories and principles that facilitate entry-level nursing graduates to become leaders at the bedside, among inter- professional groups, and in the community. Classroom and clinical experiences are designed to build the knowledge, skills, and attitudes needed for visionary leadership, case management, teamwork and collaboration, delegation, conflict resolution, ethical frameworks for decision making, and evidence- based quality improvement. Emphasis is placed on the role of the professional nurse in promoting safe, cost-effective care in a rapidly and radically changing healthcare environment. This course addresses relevant criteria of the AACN Essentials of Baccalaureate Education (see http://www.aacnnursing.org/Education-Resources/AACN-Essentials) and Elms College School of Nursing Curriculum Competencies. *Co-requisite: NUR-4727C*

NUR 4900 Sr. Nora Harrington Honors Program (1)

During this semester students will continue the development of their critical thinking, cogent argumentation, and effective writing skills, and participation in community service/service-learning activities. The central part of this seminar is the development and start of the honors project. Students will work with their seminar faculty and preceptors in designing their honors project, finalizing their written proposal, and begin to actualize their project.

NUR 4901 Sr. Nora Harrington Honors Program (1)

This is the third and last seminar in the Nursing Honors Curriculum. During this last seminar students will complete their honors project, and submit an abstract of their work to the Beta Zeta at Large Chapter of Sigma Theta Tau International to present their projects at the Chapter's Scholarship Day. In addition, a written report and poster will be completed. The poster will be presented to faculty, peers, and interested community members during a special celebratory meeting.

NUR 4902 Senior Seminar (2)

This capstone seminar promotes synthesis of the Massachusetts Department of Higher Education's Nurse of the Future (NOF) Nursing Core Competencies (2010) (see http://www.mass.edu/currentinit/documents/NursingCoreCompetencies.pdf) into professional nursing

practice. A primary focus of this seminar is to solidify knowledge, skills and attitudes essential for the role transition from student to professional nurse. Emphasis will be placed on how nurses impact quality patient outcomes through inter-professional collaboration, evidence-based practice, safety and the use of informatics.

NUR 4922 Senior Seminar (2) *LPN to BSN Only*

This 8-week online capstone seminar promotes synthesis of the Massachusetts Department of Higher Education's Nurse of the Future (NOF) Nursing Core Competencies (2010) (see http://www.mass.edu/currentinit/documents/NursingCoreCompetencies.pdf) into professional nursing practice. A primary focus of this seminar is to solidify knowledge, skills and attitudes essential for the role transition from student to professional nurse. Emphasis will be placed on how nurses impact quality patient outcomes through inter-professional collaboration, evidence-based practice, safety and the use of informatics.

NUR 5302 Policy and Health Advocacy (3) *RN-BSN Only*

This course focuses on the leadership role of nurses in the development, analysis, advocacy, interpretation and implementation of institutional and public policy for healthcare and clinical practice. The impact of current and emerging laws and regulations on healthcare financing and delivery will be examined. Processes of public/private insurance will be examined in depth.

Students will also practice skills in public policy advocacy as well as development/revision of institutional policies affecting nursing practice. Philosophical, ethical, and legal dimensions of health care will be integrated into discussion of policies and practices that affect patients, nurses and other healthcare workers. This course addresses the criteria for understanding, influencing, and shaping health care policy by providing knowledge and skills identified by the American Association of Colleges of Nursing (AACN), Essentials of Masters Education, the Quality and Safety Education (QSEN) graduate level competencies, and the Elms College Master's Outcomes.

NUR 6400 Leadership & Management (3) *RN – BSN Only*

The purpose of this management course is to analyze the underlying premises, theories, research, and contemporary practices in leadership and management. The content will include an analysis of the role of the nurse manager in today's healthcare environment, along with methods of achieving quality patient care and an environment of professional practice that promotes staff satisfaction and achieves successful organizational outcomes. *PREREQUISITES: Successful completion of all nursing courses in accordance with the curriculum plan. This is a capstone course.*

Physical Education

PED 1101 Walking for Wellness (1)

Designed for students who wish to learn how to construct a lifetime fitness program utilizing walking. Biomechanical analysis of the walking gait and principles of nutrition will also be examined.

PED 1102 Fundamentals of Volleyball (1)

An introductory level volleyball offering designed to foster the development of a student's skills and commitment to participating in volleyball as a lifetime endeavor. Basic skills and strategies will be covered for both the traditional game and the two-on-two game.

PED 1104 Physical Fitness (2)

Designed to expose students to a variety of fitness activities and to allow students to become self-sufficient in designing a personal fitness program.

PED 1105 Frisbee for Wellness (2)

Students will engage in various physical activities to equip them with the knowledge and skills to use Frisbee games as a tool for lifelong physical fitness.

PED 1109 Lifeguard Training (2)

Designed to train students in lifesaving and water safety techniques. Successful completion leads to Red Cross certification.

PED 1204 Self-Defense (1)

Designed to teach self-defense life skills to enhance awareness and confidence in threatening situations.

PED 1205 Swimming for Wellness (1)

Designed for students who have the desire to learn about and participate in swimming as a means of maintaining physical fitness for life.

PED 1301 Total Body Conditioning (1)

This is a muscular endurance workout class structured to increase lean muscle tissue utilizing a variety of resistance training equipment.

PED 1305 Introduction to Tennis (1)

Introduces the basic skills and strategies of tennis in order to foster a commitment to lifelong fitness through participation in tennis.

PED 1306 Bowling (1)

Basic skills of bowling are used to foster a commitment to lifelong fitness and wellness through

participation in bowling.

PED 1307 Beginner Yoga (1)

This is an introductory class in yoga designed for the general college population. In yoga, gentle stretching with awareness is combined with conscious breathing to strengthen the body, increase flexibility, relieve stress, and calm the mind. Detailed instructions are given for all physical postures, including modifications that enable participants to benefit from yoga regardless of fitness level, weight, or flexibility.

PED 2000 Foundations of Coaching Sport (3)

Introducing students to the area of competitive athletics. This course examines the philosophy of athletic programs and the developmental needs of athletes, as well as the role of the coach in developing athletes and an athletic team.

PED 2001 Psychology of Sport (3)

Examines the psychological needs of athletes and the methods that research has uncovered to meet these needs. This course covers self-confidence, motivation, goal setting, arousal theory, relaxation, attention focus, peak-flow performance, mental imagery, and aggression, as well as how the principles of sport psychology can be applied to teaching and coaching settings.

PED 2002 Physiology Applied to Conditioning (3)

This course is designed to enable students to utilize the most effective nutritional methods, energy systems training, and muscular training. The effects of ergogenic aids and variables of the competitive environment will also be examined. *Prerequisite: PED 2000.*

PED 2003 Prevention and Care of Athletic Injuries (3)

Introduces the basic principles of athletic conditioning, injury prevention, the mechanism of athletic injuries, and therapeutic modalities used in rehabilitation. The professional, legal, and ethical responsibilities of the athletic trainer will be examined, along with techniques to develop the skills of recognition, evaluation, and care of athletic injuries. *Prerequisite: PED 2000.*

PED 3002 Coaching Methods (3)

Examines the teaching methods, planning, and evaluation tools necessary to implement a successful program in competitive sports. Peer coaching laboratory sessions are devoted to practical application and observational assessment of teaching concepts. *Prerequisites: PED 2000, 2001, 2002.*

PED 3003 Coaching Internship (3)

Uses a monitored internship in which the student acts as an assistant coach of an intercollegiate or interscholastic athletic team (or equivalent) for an entire sport season. Designed to give students the opportunity to experience all aspects of coaching, including, but not limited to: planning, implementing,

and evaluating practices and games; player and team development; administrative tasks; conditioning; promotion and public relations; and the care of minor athletic injuries. The internship experience also provides students the opportunity to work directly with an experienced coach who will provide insight, guidance, and feedback to the student as he/she completes the components of the internship. Site assignments are made in consultation with the director of physical education; permission of the director is required. Appropriate settings for the internship include intercollegiate or interscholastic varsity or sub-varsity teams or their equivalent.

Philosophy

NOTE: All philosophy courses may be used to fulfill the ethics outcome.

PHI 1000 Introduction to Philosophy (3)

Do we see things as they really are or are they only illusions? Are there any good reasons for being moral? Does might make right? Can the existence of God be proven? This course will help students develop their own answers to these questions and others.

PHI 1001 Critical Thinking (3)

What makes one line of argument more convincing than another? What constitutes strong evidence in support of statements? This course emphasizes practice in the exercise of thinking as a skill to be developed and strengthened. Recognizing inconsistencies and contradictions, using deductive and inductive types of reasoning effectively, and avoiding ambiguities are among the topics covered.

PHI 2200 Human Nature (3)

This course explores a variety of philosophical perspectives on what it means to be human, beginning with Plato and Aristotle, and tracing the development of this important question into modern times.

PHI 2402 Ethics (3)

This is an introduction to ethics. It includes discussion of moral issues and questions, such as autonomy and moral growth, self-respect and integrity, respect for others, sexual morality, and caring relationships.

PHI 2404 Philosophy of Art (3)

Why do we consider some objects beautiful? Can something in nature be considered art? Is the performing of a composition a work of art in itself? Is the artist better able to interpret the work or is the observer? Questions such as these will be discussed by analyzing examples of art forms in light of various theories of beauty.

PHI 2406 Ethics in Economics and Business (3)

This course examines current controversies and ethical problems that arise in business and economics.

Frameworks for making justified moral decisions are explored, and case studies are presented for practice in the application of moral theory. Topics will include social responsibility, technological changes, justice, and inequality. We will also look at very general debates about how to live well. This course satisfies both the ethics and civic engagement outcomes.

PHI 2408 Healthcare Ethics (3)

This course examines current controversies and ethical problems that arise in the healthcare setting. Frameworks for making justified moral decisions are explored, and case studies are presented for practice in the application of moral theory.

Physics

PHY 1002 Physical Science (3)

A survey of physics, chemistry, astronomy, and earth science in which integration of lecture and laboratory experiences is emphasized.

PHY 1002L Physical Science Lab (1)

An inquiry-based investigation of various aspects of physical science. Students will gain an understanding of basic laboratory techniques which will reinforce topics covered in PHY 1002.

PHY 1003 Survey of Physics (3)

Survey of physics offers a one semester introduction of the laws governing the known and observable universe with a focus on medical applications and everyday understandings.
Emphasizes the underlying concepts and principles; Introduces measurement, estimating, and Newtonian mechanics. Topics include kimatics and dynamics; translational motion, vectors, circular motion, gravitation, work, energy, power, momentum and rotational motion. Introduces static equilibrium, elasticity and fracture, fluids, vibrations and waves and sound.

PHY 1004 Astronomy (3)
A one-semester course in descriptive astronomy. The approach to the course will be an historical one, beginning with the earliest human astronomical observations and continuing through the most recent discoveries about the nature of the universe. Some outdoor observations will be made.

PHY 1005 Physics I (3)

A survey of mechanics, heat, wave motion, electricity, and modern physics. Required for all students majoring in biology, chemistry, or natural science.

PHY 1005L Physics I Lab (1)

The exploration and application of general physic concepts, laws, theories, and principles through laboratory experimentations and analysis.

PHY 1006 Physics II (3)

A survey of mechanics, heat, wave motion, electricity, and modern physics. Required for all students majoring in biology, chemistry, or natural science.

PHY 1006L Physics II Lab (1)

The exploration and application of Physics II concepts.

PHY 1009 Earth and Space Science (3)

This course focuses on the basic principles of astronomy, geology, meteorology and oceanography. It includes study of the structure of the solar system, the life cycle of stars, the composition and structure of the earth's surface and interior, plate tectonics, weather patterns, and characteristics of the earth's oceans and seas. Emphasis will be placed on learning through discovery-oriented learning activities.

PHY 3007/5007 Introduction to Meteorology (3)

A non- technical treatment of the fundamentals of modern meteorology and the effects of weather and climate.

Psychology

PSY 1001 General Psychology (3)

Students will develop a basic understanding of the major areas of contemporary psychology, including how psychologists ask and answer questions using the scientific method. Applications of psychology to real life situations will be emphasized. Topics include physical and mental development, learning, perception, sleep and dreaming, and memory.

PSY 2002 Statistics for the Behavioral Sciences (3)

In this course, students will learn basic univariate descriptive and inferential statistics to apply to an observational research project. Students will learn how to use statistical software to aid their analysis and interpretation of data. Topics include measures of central tendency, variability, relative standing, correlation, confidence intervals, hypothesis testing, standard normal distribution (z-scores), Student t-test, and Chi-square. Students will develop skills to think critically about statistical methodology and conclusions. *Prerequisites: PSY 1001 (PSY 1001 can be taken simultaneously)*

PSY 2005 Writing for Psychology (3)

This course focuses on the basics of communicating scholarship in APA format. Assignments will develop students' ability to read primary research, analyze and evaluate research studies, and produce a literature review in APA format. Students will demonstrate their ability based on their evaluations and synthesis of scholarly work. *Prerequisites: PSY1001 (recommended, can be taken simultaneously)*

PSY 2100 Research Methods (3)

This course is about how the scientific method is applied to the study of human behavior. Students in this course will work in groups on a research project, resulting in a research paper and group poster presentation. Basic concepts in research design and analysis will be reviewed in support of the project. This course satisfies the critical thinking/communications outcomes of the liberal arts core. *Prerequisites: PSY 1001, 2002, 2005.*

PSY 3101 Introduction to Counseling and Psychotherapy (3)

This course provides an introduction for the beginning counselor/therapist to become familiar with a variety of theoretical therapeutic models of treatment. It offers an opportunity for students to enhance their skills in the areas of relationship---building, active listening, and interview techniques. *Prerequisite: PSY 1001. Juniors and seniors only.*

PSY 2104 Children's Learning and Development (3)

This course examines the characteristics of children and adolescents who follow typical and atypical patterns of development. It introduces students to theories of development and learning and looks at ways to observe learning experiences for students with a range of ability levels and learning styles. 5 hours of fieldwork required. Open to all majors. EDU 1000 recommended but not required.

PSY 2400 Stress and Coping (3)

Students will learn about the nature of stress and its relationship to health and coping. Emphasis will be on assessment and prevention strategies aimed at reducing stress-related symptoms.

PSY 3002 History and Systems (3)

Students will study the development of psychology from its antecedents to its current "schools" or "systems," including topics such as the origins of behavioral, cognitive, and psychoanalytic perspectives. An emphasis is placed on connecting the historical aspects of psychology to current day practices and developments. Prerequisite: PSY 1001. Juniors and seniors only.

PSY 3004 Forensic Psychology (3)

This course will promote an understanding of the relationship between psychology and the law by showing how psychological research and theory inform the legal system. Topics include psychologists in the court, ethics in practice, criminal profiles, and assessment and rehabilitation approaches for criminal offenders.

Prerequisite: PSY 1001.

PSY 3006 Educational Psychology (3)

This course is a study of the application of psychology to educational problems. Students will examine factors affecting learning and provide a theoretical background to help students evaluate and use educational methods properly. Topics of study include social, emotional, and cognitive development, learner differences, cultural diversity, motivation, and standardized and classroom assessment. *Prerequisite: PSY 1001.*

PSY 3007/5007 Psychological Testing (3)

The major techniques used to measure psychological attributes, such as intelligence, motivation, attitudes, interests, and personality will be introduced. Test construction, item analysis, reliability, and validity will also be presented. *Prerequisites: PSY 1001, 2002 (recommended).*

PSY 3008/5008 Cognitive Psychology (3)

Students will be introduced to the theory and research of mental processes from the initial sensation of information to the complex utilization of that information. Topics for study include sensation, perception, memory systems, comprehension, language, concept formation, and problem solving. *Prerequisite: PSY 1001.*

PSY 3009/5009 Social Psychology (3)

Social psychology is the science of how we think about, influence, and relate to each other. Social psychology theory and research helps us understand why people behave, think, and feel the way they do in these situations. Topics include attitude and belief formation, interpersonal relations, persuasion, conformity, prejudice/stereotypes, group processes, and close relationships. Students will actively apply topics to their everyday lives with brief application papers and activities.

PSY 3100/5100 Psychology of Gender (3)

Students will explore a wide variety of psychological issues concerning how gender issues impact our lives and identity. The course will foster an understanding of how the study of women's issues and gender has evolved in psychology, focusing on the biological, cognitive, and socio-cultural influences that impact our experiences with emphasis on critical analysis and discussion of research. *Prerequisite: PSY 1001.*

PSY 3102/5102 Children's Literature: Psychological and Social Issues (3)

Students will examine important psychological and social issues as reflected in children's literature through the process of writing and oral presentation. Critical reading and thinking skills will be stressed while evaluating themes in literature such as family, friendship, peer relations, independence, death, war,

and play. Psychological research will provide a backdrop in the analysis of literature and provide knowledge in the identification, selection, evaluation, and effective use of these books. *Prerequisite: PSY 1001. This course satisfies the communication outcomes for the liberal arts core.*

PSY 3103/5103 Psychology of Behavioral Management (3)

This course provides the student with an introduction to the theories and principles of behavior modification. Students will learn the fundamentals of behavior analysis and treatment. *Prerequisite: PSY 1001.*

PSY 3106 Biopsychology (3)

Biopsychology focuses on how the brain, neurotransmitters, and other aspects of our biology influence our behaviors, thoughts, and feelings. We will examine how biological processes interact with emotions, cognitions, and other mental processes. First we examine the structure and function of the brain, and how the brain communicates using electrical and chemical pathways. We will also consider how communication is affected by drugs (prescribed or otherwise). We will also discuss what happens when things go wrong, like brain injury, degenerative or developmental brain disorders. PSY 1001 strongly recommended

PSY 3108 Community Psychology (3)

The Community Psychology course will integrate individual, social and environmental system perspectives of human behavior and mental processes. Using a semester-long project-based approach, students will work collaboratively with community members and stakeholders through community-based field experience to define and identify methods for solving social problems utilizing interdisciplinary methods and approaches to community action and research.

PSY 3110 Perceptions of Justice (3)

This course reflects on the psychological construct of Justice through historical, philosophical, psychological and sociological perspectives. Theories of moral development, individual, interpersonal, and intergroup justice are considered. Topics covered include morality, distributive justice, procedural justice, and restorative justice. Students will review the results of scientific literature on perceptions of justice and reflect on the definition of justice in multiple areas of life. Voices of community members working on justice initiatives in various areas will be showcased.

PSY 3205/5205 Personality Theory (3)

Students will be introduced to the field of personality theory and how personality traits were historically defined and measured. Major personality theories will be covered including those of Freud, Jung, Horney, Dollard and Miller, Buss, Maslow, and Rogers. Contemporary applications will be integrated with historical perspectives in this course. *Prerequisite: PSY 1001.*

PSY 3305/5305 Psychology of Adolescence (3)

Students will be introduced to the primary psychological issues involved in understanding the developmental period of adolescence. Physical, emotional, social, and cognitive factors will be related to current social problems. PSY 1001 strongly recommended.

PSY 4000 Independent Research (3)

Students can earn course credit to work on a research project with one of the psychology faculty, or on their own project with faculty guidance to present at a regional psychological conference. This course can satisfy the experiential learning requirement for the psychology major.

PSY 4001 Psychology Seminar (3)

The primary objective of this capstone course is to develop a literature review to explore current issues in psychology. Students will read, analyze, and discuss original research. A final project of a literature review paper and formal presentation is required. This course satisfies the critical thinking, written, and communication outcomes of the LBA core. Seniors only.

PSY 4002 Special Topics (3)

Courses are devised and rotated to reflect a variety of exciting contemporary topics.

PSY 4003 Supervised Field Experience in Psychology (4)

Junior/senior psychology majors can gain practical experience in a variety of fieldwork settings, examples of which include counseling centers, hospitals, nursing homes, prisons, businesses, and schools. This course is open to junior and senior (>60 credits) who are in good academic standing in the major (min GPA 2.5 or better). This course satisfies the experiential learning requirement for the psychology major.

PSY 3104/6104 Health Psychology: A Cultural Approach (3)

Health psychology is an interdisciplinary field of study that emphasizes how biological, psychological, and social factors influence health and well-being. Three main themes are emphasized: (1) factors that affect health habits and lifestyles, (2) effective methods to enhance health and prevent illness, and (3) the role of stress and stress management. Topics include pain management, stress and illness, compliance with medical regimes, exercise, relationships between patients and practitioners, nutrition. Behavioral, physiological, cognitive, social and developmental perspectives are incorporated in the discussion of these topics. The 6104 section is part of the Global Health Graduate Certificate.

Religious Studies

NOTE: All religious studies courses may be used to fulfill the religious literacy outcome.

REL 1001 Contemporary Catholicism (3)

An examination of values capable of sustaining meaningful adult existence in the 21st century. The course

includes an historical overview of Catholicism's contributions to the contemporary search for life's meaning and value with emphasis on the evolving role of women in the church.

REL 2002 Sacraments: Gifts of the Christian Life (3)

In this course, students will study the basic concept of sacraments in the life of the church with emphasis on the concrete application of this concept in each of the seven sacraments.

REL 2004 Contemporary Christian Ethics (3)

Students will investigate contemporary ethical thinking from the perspective of historical religion. Attention is given to the historical development and contemporary status of practical ethical issues: human sexuality, medical care, human rights, and ecological justice. This course satisfies the ethics outcome.

REL 2008 Hebrew Scriptures (3)

In this course, students will study the literature of the Hebrew Scriptures and the history of ancient Israel with special emphasis on God's relationship with people.

REL 2100 Christian Scriptures (3)

In this course, students will study the literature of the Christian scriptures and the history of the early church with special emphasis on the life of Jesus and mission of Paul.

REL 2102 Images of Jesus (3)

Students will study an historical and systematic survey of the person and work of Jesus Christ. Emphasis is placed on contemporary approaches to Christology.

REL 2104 World Religions: Eastern Traditions (3)

Using both theological and sociological approaches, this course will attempt to enter into the thought and experience of the traditions commonly identified as Eastern. Hinduism, Buddhism, Sikhism, Jainism, Confucianism, and Taoism will be studied. Sacred texts will be read and analyzed as well as secondary sources and electronic media materials.

REL 2105 World Religions: Western Traditions (3)

Using both theological and sociological approaches, this course will attempt to enter into the thought and experience of the traditions commonly identified as Western. Judaism, Christianity and Islam will be studied. Sacred texts will be read and analyzed as well as secondary sources and electronic media materials.

REL 3002 Spirituality of World Religions (3)

Students will study the major religions of the world with emphasis on their unique spirituality, contemporary expression, and role in forming human values.

REL 3005 Theology of Peace and Justice (3)

This course invites students to reflect on the Christian call to non-violence as witnessed in the Scriptures, church documents, and lives of notable individuals. This course satisfies the civic engagement outcome.

REL 3006 The Church: Human Reality/Saving Mystery (3)

Students will be introduced to the church as sign and sacrament of Jesus Christ. Participants will be encouraged to reflect on the church in light of personal experience and theological tradition.

REL 3206 A Reasoned Faith (3)

Students will explore the interplay between philosophy and theology in the Christian West. Emphasis is placed on exposition and discussion of primary texts by Plato, Aristotle, Augustine, Anselm, Aquinas, and Bonaventure.

REL 3400 Spirituality in Health Care (3)

This course will explore spirituality and values capable of sustaining healthcare providers in an increasingly-complex workplace.

REL 3402 Ethics and Spirituality of Compassion (3)

Students will explore the Judeo-Christian understanding of the ethics and spirituality of compassion. Attention is given to compassion-focused meditation practice (lectio divina), self- compassion, and practical strategies for offering compassionate presence and service to others. This course satisfies the ethics as well as the religious literacy outcomes.

REL 3406 Bioethics in the World Religions (3)

Empirical studies have shown that attitudes toward bioethical issues are often influenced by religion. However, there are substantial differences between religions regarding the ways in which bioethical arguments are constructed. Insight into this religious diversity is important to understanding bioethical debates in non-Western contexts as well as the bioethical attitudes of people who belong to religious minorities (e.g., Hindus, Buddhists, Confucians, and Muslims) in Western countries. In the first part of the course, the deep structural differences between religions in their development of bioethics are explored. In the second part, the differences are further examined through the lens of religious answers to concrete bioethical issues. In the third part, the observations from the previous parts are applied to assess whether and how these answers differ from non-religious (secular) answers.

REL 4000 Independent Study (1-3)

Available to students who wish to explore a particular area in religious studies not described in this catalog. The course is arranged between the individual student and instructor at the discretion of the department.

REL 4107 Christian Spiritual Journey (3)

A course designed to assist you on your earthly pilgrimage! Go on a journey with Teresa of Avila, Ignatius of Loyola, Thomas Merton, Edith Stein, and others. In reading about their quest for God, come to know the mystic within yourself.

REL 4400 Addiction & Recovery: A Spiritual Journey (3)

This course explores the biological, psychological, social, and spiritual dynamics of addiction and recovery.

REL 4804 International Human Rights and 21st Century Issues (3)

This course will explore some fundamental questions about international human rights policy and law. Students will be actively involved in designing the course and selecting some issues to explore in depth. The course will be conducted in a workshop format. This course satisfies the ethics outcome.

Social Science Division

SSD 2002 American Government and Public Policy (3)

This course gives you the opportunity to study the history, structure, and process of American government. The course examines the constitutional basis of the U.S. government and forms of government at the federal, state, and local levels. The powers, functioning, and relationship among Congress, the Presidency, and the Judiciary are presented. You will become familiar with political parties, current elections and candidates, the role of media in reporting on government policy, and the political process. This course satisfies the civics outcomes of the liberal arts core.

SSD 2108 Human Oppression (3)

In this course you will learn about the nature of evil and hate in the world. You will study the ability of one group to perpetrate injustice and atrocity on another group. The course focuses on historical, as well as more current, instances of oppression including the genocide of Native Americans, the enslavement of Africans in the United States, and racism and the struggle for civil rights for African Americans from the late 1800s to the present, the Armenian Genocide, the murder of the European Jews, sectarianism in Northern Ireland, Soviet oppression, the Cambodian genocide, ethnic cleansing in the former Yugoslavia,

genocide in Rwanda, and the current murdering in Darfur. The course will help you to learn about these oppressed cultures, dynamics of intergroup relations, and the world's response when genocide and atrocities occur. Learning takes place through presentation from texts, journal articles, documentary videos, readings from literature (prose and poetry), independent research, popular films and class discussion. This course satisfies the communication and culture outcomes of the liberal arts core.

SSD 3004 Introduction to Cultural Competence

This course will provide an introduction to cultural competency/humility in the helping professions.. It will offer a beginning understanding of the knowledge and skills required to work with and care for diverse groups of individuals from various social identities and backgrounds. It will also require and encourage each student to work on increasing self- awareness and reflexivity around their own social identities, culture, and background in order to develop a multicultural perspective and approach to care. This course uses lecture, discussion, experiential activities, small group discussion, and guest speakers in addition to a variety of texts, both written and visual for the purpose of exploration, inquiry, and analysis of issues of inequality and oppression among a variety of social groups within the US and globally.

SSD 3108 Confronting the Faces of Evil (3)

In this course we examine humanity and civilization. The 20th century witnessed acts of barbarism and inhumanity of a scope and intensity unprecedented in human history. Rather than growing more civilized as the century went on, humans discovered and perpetrated more efficient and cruel methods of oppression and inhumanity. This course examines individuals who have had the courage to stand up to incidents of evil and inhumanity. The course deals with people who believe in social justice, human equality, and the basic goodness of humanity. What makes these people different from the rest of the society? What makes these people different from those who do nothing, or those who collaborate or perpetrate? We will examine these issues through the context of World War II Europe, the American Civil Rights Movement, and more recent world history.

SSD 4000 Washington Seminar (3)

This seminar course gives you the opportunity to learn about politics at a national level. You will spend two weeks in Washington D.C. living and learning with a small group of students from across the United States. Your group will be led by a professor as you attend lectures, meet important politicians, and visit historical sites. In the second week, you focus on politics and the media and will have the opportunity to interact with well--- known news personalities. Academic requirements include journaling, papers, and presentations. Your housing and activities are organized by the Washington Center, a well---respected internship program in the nation's capital.

Social Work

SWK 1001 Introduction to Social Work (3)

This course introduces you to the profession of social work. You will learn about the history of social work, how the profession has grown and changed, and current issues and developments. This course presents the values and ethics of the profession and supports you in examining your own values and how they may influence your choice of social work as a profession. This course is for majors and for students who are interested in learning about the profession.

SWK 2004 Human Behavior in the Social Environment (3)

In this course, you study human development from conception to death. The life span is examined from a biosocial, cognitive, and psychosocial perspective. Culture and social systems theory are emphasized in understanding individuals, families, groups, organizations, and communities. This course satisfies the college core requirement for global awareness and cultural understanding. *Prerequisites: BIO 105, PSY 101.*

SWK 2005 Human Behavior in the Social Environment II (3)

This course expands on theory related to human behavior in the macro social environment, which includes communities, organizations and groups. Human behavior is examined within the context of social system theory with a goal of learning how systems affect and are affected by human behavior. Theories and knowledge are presented about the range of social systems in which individuals live with special emphasis on groups, organizations, institutions, and communities. The course examines the effect of social, cultural and economic forces upon human behavior. The course emphasizes empowerment and the promotion of economic and social justice in the macro social environment.

SWK 2008 Human Sexuality (3)

This course introduces students to contemporary knowledge and attitudes towards human sexuality. Sexuality is examined across the lifespan and through the lens of a biopsychosocial perspective. Topics covered include: biological sexual differentiation, intimacy and communication, gender role development and construction, varieties of sexual relationships and behavior, sexual function and dysfunction, sexually transmitted diseases, and HIV.

SWK 3001 Social Welfare Policies and Services (3)

In this course students will learn about the history and current structure of social welfare services, and the role of government, the legislative process and policy in social service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare, and the relation of the governmental process to policy development. The course introduces the student to policy practice skills in regard to economic, political, and organizational systems. *Prerequisites: SWK 1001, HIS 1005, ECN 2101.*

SWK 3002 Social Work Practice With Individuals and Families (3)

This course introduces you to the generalist skills and values of culturally competent social work practice with individuals and families. Through lectures, role-plays, and video recordings, you learn how to interview clients and assess functioning and mental status, and how to engage clients in effective social work practice. This course also teaches specific practice skills with populations at risk, such as survivors of trauma, children, and elderly. *Prerequisites: SWK 1001, SWK 2004.*

SWK 3003 Mental Health and Mental Illness (3)

In this class, students are introduced to the history and study of mental illness. By using the Diagnostic and Statistical Manual IVR, you learn to understand and make descriptive assessments and diagnosis of mental illness, such as mood and psychotic disorders. Students also focus on how race, ethnicity, gender, sexual orientation, age, religion, and other social variables can impact mental health. *Prerequisite: PSY 1001.*

SWK 3007 Social Group Work (3)

In this course you are introduced to the theory and practice of contemporary social work practice with groups. During this class you participate in lectures as well as a semester-long experiential group. This class prepares you to provide services to different groups, such as adolescents, elderly, and ethnically diverse racial groups in a variety of settings. *Prerequisites: SWK 1001, 3002.*

SWK 3100 Social Work Research (3)

This course introduces students to research theory and methods that will inform your practice of social work. In addition to learning about the basic research process, you will also develop skills in applying research methods. The course will include both quantitative and qualitative methods and will emphasize ethics in research.

SWK 3105 Social Work Practice With Communities (3)

The goal of this course is to give students an understanding and appreciation of the role of the social worker in the community. The course is concerned with understanding and analyzing communities. Important components of the community are discussed, including: the political power structure and representation, population groups, educational and health systems, housing, the economic base, and the social service network. Social work roles in dealing with injustice and oppression are presented. Students learn skills of empowerment, advocacy, citizen participation, and community organization. These include the ability to communicate with community groups through public speaking, writing clearly, and the utilization of technology to make community presentations. Prerequisites: SWK 1001, 3001.

SWK 3107 Working with the Troubled Adolescent (3)

This course is a study of adolescents who come in contact with the juvenile justice systems. Areas to be examined will include the court system, substance abuse, violence prevention, and family dynamics. Students will learn of programs, professionals, and community resources available to help adolescents.

SWK 3900 Stress Management for Human Service Professionals (3)

This course will enable the participants to identify personal and professional areas of stress through completion of a stress inventory. The participant will practice relaxation techniques and develop an individualized stress management plan for daily use.

SWK 3901 Substance Abuse Treatment: A Human Service Perspective (3)

This course is designed to present an overview of substance abuse issues as well as methods and strategies for working with chemically dependent individuals. The class will utilize a combination of lecture, discussion, and role---playing to improve the student's understanding of the dynamics of addiction.

SWK 4000 Independent Study in Social Work (2-3)

This course provides an opportunity to undertake a systematic inquiry into a professional question, issue, or subject of interest to and selected by the student. The form of the inquiry is to be determined jointly by the student and instructor, based on the student's interest and objective. Admission is with the consent of instructor.

SWK 4001 Field Work Practicum (12)

This course introduces you to a full-time, supervised practicum experience in a social work setting of your choice. The field practicum provides you with an opportunity to put into practice the knowledge, values, skills, and research that you have learned in your social work classes.
You are required to be in practicum for 400 hours. You will work with a range of diverse populations, and will make community connections. During the practicum, you will intervene with individuals and families, but will also develop an understanding of sociopolitical issues, oppression, discrimination, injustice, and their impact on clients. A major piece of the practicum is the completion of a research project that contributes to the practicum setting. *Prerequisites: Completion of all required social work courses with the exception of SWK 4002 and SWK 4004. Students must have at least 2.5 GPA to enter the practicum.*

SWK 4002 Advanced Social Work Practice with Individuals, Families, and Communities (3)

This course is taken during the same semester as the field practicum. . This is an advanced generalist practice seminar that integrates all of the learning from previous practice classes. You will apply this learning to experiences in your practice settings. The class also functions as a supervision group, where you discuss problematic cases and learn from one another. *Prerequisites: SWK 3002, 3007, 3105.*

SWK 4004 Survey of Social Work Issues (3)

This is the capstone course for social work majors. You will examine selected issues in contemporary social work dealing with ethical, political, and practical dilemmas of contemporary social work practice. This is a seminar course, with students taking major initiative to research and present materials for

discussion. Prerequisite: students have completed all the required courses in the major.

SWK 4005 Aging (1)

In this course, you will examine the social and emotional aspects of aging. A cross-cultural approach is offered with special emphasis on aging within the American culture. The major developmental tasks of old age are presented. Social work treatment and prevention methods for work with elder populations are explored.

SWK 4102 Death and Dying (1)

This course provides you with an understanding of the issues facing a dying person and his/her loved ones. Techniques for working with clients facing this life transition will be presented.

SWK 4108 International Travel/Study (3)

The course involves a supervised trip to a foreign country. You will study social policy and the human service delivery systems in that country. You will have the opportunity to visit schools of social work and social service facilities, and dialogue with social work educators and practitioners. The course provides you with a means of understanding other cultures, people, and social work practice in those settings.

SWK 4201 Proposal/Grant Writing (1)

In this course students develop grant---writing skills that include researching, locating funding sources, developing programs, and budgets.

SWK 4205 Social Work Licensing Preparation Course (3)

This course prepares you for the basic level of the Massachusetts Licensed Social Worker (LSW) exam. You will receive information on how the exam is developed, and the process for taking the exam. Each content area of the exam is reviewed, and you will practice taking the exam on content from each area.

Sociology

SOC 1001 Introductory Sociology (3)

Students will be introduced to the general principles and dynamics of human interaction. They will gain an understanding of behavior in groups—how people interact with one another in their own society and across societies. Content of the course will include analysis of major social institutions (economy, government, family, and education). Attention will be given to contemporary societal issues and the challenges of social change.

SOC 2000 Introduction to the Japanese People and Culture (3) *(HUM 2000)*

This course provides an overview of Japanese culture with emphasis on its history, religion, art,

geography, and value system. All of these will be examined in order to understand their influence on modern Japanese society. Learning will take place through the presentation of texts, journal articles, and slide and video presentations during pre-departure sessions. The course includes a two-week research trip to Japan. This trip will include cultural study through living with host families, formal lectures given at Kochi Women's University, interviews and discussions with Japanese, as well as a visit to key historic sites in Kyoto such as Nijo Castle, Kiyomizudera Temple, and Kinkakuji Temple. (This course will satisfy the global awareness and cultural understanding requirements of the core).

SOC 2009 Social Deviance (3)

Nonconformist behavior — its causes, consequences and the social reaction — is the area of study. Definitions of deviance, analysis of social structure, social change, and social control will be analyzed in order to expand the student's knowledge of what society considers deviant behavior to be. Topics surveyed include crime, violence, suicide, family disorganization, alcoholism, drug addiction, and newly recognized deviances such as school violence and terrorism.

SOC 2100 Sports in American Culture (3)

This course focuses on sports as a major social institution. Students will use the lens of sociology to examine how sport affects many spheres of social life. The course will analyze racism, sexism, classism, heterosexism, and violence in sport as well as the relationship between sports and the mainstream media, politics, and the economy. Although the main focus of the course will be on sports in the United States, other societies will be explored to gain a wider perspective through comparison and contrast. Students will be encouraged to reflect on their own experiences as athletes and fans.

SOC 2104 Sociology of Healthcare (3)

This course provides an introduction to the sociology of health, illness, and healthcare in the United States. Students will examine how health, disease, and medical care are socially created and defined, and how social contexts influence these definitions. Some of the topics to be covered include health care reform, social sources of wellness, and a sociological analysis of the health care system and its practitioners. Throughout the course, students will be encouraged to consider the diverse ways in which sex, race, ethnicity, social class and more broadly, power, affect health, illness, longevity, and healthcare.

SOC 3004 Sociology of Marriage and Family (3)

Students will study the family as a major social institution. Considerations of how family is defined, relationships within families and between families, and larger social forces will be included. A realistic appraisal of marriage and family in contemporary American society is a goal of the course.

SOC 3005 Social Research (3)

This course addresses how social scientists go about asking and answering questions to learn about people's beliefs, attitudes, and actions. Students will actively discuss theories about doing research, approaches to gathering data, and how to make sense of their own and others' data. Students will learn

how to be critical consumers of information in the media, how to formulate precise questions about current issues, and how to write a research proposal. This course meets the critical thinking/communications outcome.

SOC 3006 Introduction to Criminology

Who commits crime and why? These questions will be answered by studying theories of criminal behavior and crime in society. Specific topics will include domestic violence, juvenile offenses, and the relationship of drugs and alcohol to criminal acts. Further consideration will be given to types of crimes, including organized crime, punishment, rehabilitation, and victims' rights.

SOC 3007 Religion and Society (3)

This course will focus on religion as a powerful and influential force in human society. Religion is studied as a social institution with influence on individual relationships, family, economic, and political life.

SOC 3104 Victimology (3)

This course will examine the role and characteristics of victims of crime. Included for analysis will be victim typologies, determinants of vulnerability and risk, and the victim--- offender relationship. Topics will include the treatment of victims in society and in the justice system, and the development of policies to address the rights of victims. *Prerequisite: SOC 306.*

SOC 3105 Urban Sociology (3)

This course presents an overview of the changing urban environment. Emphasis is on contemporary urban trends, demographic shifts, social and political problems, and urban revival. Topics include neighborhoods, suburbia, ethnic diversity, urban structures and infrastructures, life in the city, and the cultural contributions of the American city. Global cities in other national contexts will also be discussed to provide a comparative perspective.

SOC 3106 Racial and Ethnic Groups (3)

This course critically explores how race and ethnicity are socially constructed concepts. This course will offer an examination of the relationships between dominant and subordinate racial and ethnic groups in the United States, although comparative cases in other contexts will be referenced. Concepts will include (but are not limited to) cultural and racial pluralism, immigrant experiences, and adaptation. Selected racial and ethnic groups will be studied in depth. This course uses lectures, class discussions, experiential activities, small group discussions, and videos in addition to a variety of texts for the purpose of exploration, inquiry, and analysis of issues of race and ethnicity. The intersection of race and ethnicity with other identity categories, such as religion, gender, sexual orientation, class, caste, nationality, geographical location, etc. will also be taken into consideration in lieu of various theoretical approaches to intergroup relations.

SOC 3200 Special Topics (3)

Courses focused on special topics will be scheduled periodically to broaden the scope of department

offerings. These courses will focus on areas of study not ordinarily presented in the regular cycle of sociology courses.

SOC 3201 Violence in America (3)

In this course students will examine the concept of violence. Students will study the definition of violence, psychological and sociological theories of violent behavior, the history of violence in America, intimate violence in the home, the effects of the media on violent behavior, violence in sports, violence in schools, gang violence, suicide, and war. Students will also examine special topics within the area of violence ranging from the Holocaust to the bombings of Hiroshima and Nagasaki to serial killers. The general theme across all classes is the motivation behind and participation in violent behavior and the psychological and sociological factors that contribute to that behavior. In addition to studying violence, students will also discuss specific individuals and movements within the area of non-violence and peace.

SOC 3202 Social Life through Film (3)

This course will examine society (particularly American society) through film to illuminate sociological concepts and important social issues. As students learn to analyze film through the lens of sociology, some fundamental questions will be posed. Is film merely a reflection of the society we live in, or does it have the power to inform society, thereby changing the way we interact with one another? Does film effectively and accurately address some of the darker aspects of the human condition and, if so, does it point society towards the light? Core concepts for this course include family and the dark side of family life, alienation, technology, deviance, war, culture of poverty, race, class, powerlessness, institutionalized behavior and the criminal justice system.

SOC 4000 Independent Study (3)
An opportunity is provided for students to pursue a topic or question of their choice, under the direction of a member of the sociology faculty.

SOC 4004 Internship (3)

Students are aided in securing an internship position in an approved professional setting. Prerequisites include a 2.5 cumulative grade point average (GPA), third year status, and department approval.

Spanish

SPA 1001 Novice Spanish I (3)

An introductory course designed to introduce and facilitate the development of communicative competence during the first semester of college-level language study. While emphasis rests upon listening, speaking, writing, and reading skills, open-ended cultural activities also form integral parts of the syllabus.

SPA1002 Novice Spanish II (3)

This course further develops concepts presented in SPA 1001 and continues the development of communicative competence. While emphasis rests upon listening, speaking, writing, and reading skills, open-ended cultural activities also form integral parts of the syllabus. This course contributes to the global and cultural awareness core requirement and satisfies the core foreign language requirement. *Prerequisite: SPA 1001 or placement.*

SPA 2200 Spanish Conversation I (3)

This course is designed to increase student oral proficiency in Spanish and awareness of Hispanic culture in the world. Students will explore contemporary issues relevant to the Hispanic world and compare these to their own culture. Students will review vocabulary and acquire new vocabulary and colloquial phrases that will allow them to express themselves in everyday situations. They will improve reading skills, review specific grammatical structures, and engage in creative activities. Authentic materials (readings, films) will be used in the class to aid students achieve their linguistic potential. (Required of majors. Non-majors would need to demonstrate an intermediate level of proficiency to be able to take the course.)

SPA 2206 Reading and Composition (3)

An intensive study of the Spanish language especially through the two skills of reading and writing. Required for students who intend to major or minor in the language and recommended for those who already have an intermediate competency in Spanish. Review of advanced grammar and vocabulary building using authentic texts. Work in pairs/small groups. Practice in reading techniques and writing in various genres.

SPA 3001 Literature and Civilization of Spain I (3)

Students will be exposed in this course to a survey of Spanish literature within its historical perspective. The course combines the analysis of both Spanish literature and civilization, the most natural way in which students will study and fully appreciate the evolution of a people beginning from the earliest historical periods. This course may be taken to satisfy the core literature requirement.

SPA 3002 Literature and Civilization of Spain II (3)

Students will be exposed in this course to a survey of Spanish literature within its historical perspective. The course combines the analysis of both Spanish literature and civilization, the most natural way in which students will study and fully appreciate the evolution of a people from the 18th century to the present. This course may be taken to satisfy the core literature requirement.

SPA 3003 Literature and Civilization of Latin America I (3)

In this course, students will be exposed to a survey of Latin-American literature within its historical perspective. The course combines the analysis of both Spanish literature and civilization, the most natural way in which students will study and fully appreciate the evolution of a people beginning from the earliest historical periods. This course may be taken to satisfy the core literature requirement.

SPA 3004 Literature and Civilization of Latin America II (3)

In this course, students will be exposed to a survey of Latin-American literature within its historical perspective. The course combines the analysis of both Spanish literature and civilization, the most natural way in which students will study and fully appreciate the evolution of a people from the late 19th century to the present. This course may be taken to satisfy the core literature requirement.

SPA 3005 Translation (3)

Designed to offer those with an intermediate language proficiency an additional career option, this course develops the technical skills of translating through readings in various specialized fields. These are especially useful for those whose major concentrations are in language, science, business management, and health professions. Also highly recommended for students planning to pursue graduate studies. *Prerequisite: SPA 2206.*

SPA 3201 Spanish Conversation II (3)

Designed to promote growth in oral and listening skills in students who already have a strong foundation in Spanish. Students will use authentic materials, such as newspapers, radio broadcasts, videos, and films, taken from the Hispanophone world. Oral reports. Open to third and fourth year students, and other advanced students with special permission of the department. Required for majors who do not study abroad.

SPA 3203 Advanced Grammar and Composition (3)

The course aims to develop proficiency in writing at advanced levels of Spanish. Model texts, chosen from the\ various Hispanophone areas of the world, will be read and analyzed in terms of style, structure, and skills needed. Weekly writings. Grammatical structure will be studied in context. Open to third and fourth year students, and to advanced students with approval of the department. Required of majors who do not study abroad.

SPA 3206 Cultures of Spain (3)

This course provides a fundamental understanding of Peninsular cultures and history, using a thematic, seminar approach via literature, film, music, and art. This course may be taken to satisfy the core literature requirement. Spanish Minors will complete designated assignments and assessments in Spanish.

SPA 4102 Hispanic Cultures in the United States (3)

In this course, students will explore the Cuban, Puerto Rican, Mexican, and Central American people and their culture as it relates to life in the respective countries and on the U.S. mainland. They will study issues of religion, identity, discrimination, injustice, oppression, and resistance, and contemporary social and political issues through a variety of texts of fiction, non-fiction, and video. This course contributes to the global/cultural awareness core requirement. *Juniors and seniors only.*

SPA 4105 Repression and Resistance (3)

This course will examine the struggle for human rights and freedom of expression in various Latin American countries through the study and analysis of selected twentieth and twenty-first century literature and cinema. Issues include sociopolitical oppression, repression, resistance, national identity, violence, genocide, historical memory, homophobia, gender identity and sexual orientation, religious intolerance, racism, immigration, exile and political asylum, among others. Students will examine the nature of human rights and democracy in contemporary Latin America, beginning with a historical perspective and continuing into the present. In order to receive credit towards the Spanish major/minor, students must write the research term paper in Spanish. The course will be taught in English. This course contributes to the global/cultural awareness core requirement and may be taken to satisfy the core literature requirement.

SPA 4405 Spanish Literature and Cinema (3)

This course is designed to introduce students to the study of the complex relationship between literature and cinema. This course will consist of a critical overview of the role of writers and film directors that are actively engaged in the process of construction of national and regional identities since the death of Spanish dictator Francisco Franco in 1975. We will also analyze the transformation of the Spanish society since 1975, and its interactions with current and unsolved global issues such as Spain's regional autonomies, emigration, immigration, exile, violence, crime, women's emancipation, historical memory, racism, gender inequality, human and sex trafficking, cultural and political issues, among other topics. This seminar will be conducted in English. This course contributes to both the global/cultural awareness core requirement and the critical thinking/communication outcome, and may be taken to satisfy the core literature requirement.

Sport Management

SPM 2001 Introduction to Sport Management (3)

A management course that builds upon the management foundation developed in the introductory management course and blends it with sport examples and issues. The course is project based: students research management issues in the field of sport. Students regularly make presentations on topics such as labor relations in sports, on and off- the field motivational and leadership theories, strategic planning of sporting goods companies, and ethical issues that affect all sport organizations. Prerequisite: BUS2402

SPM 3700 Cases in Sport Marketing (3)

This course requires students to apply the concepts of product, price, place, and promotion within the sports industry. The case method is used to analyze the marketing techniques employed by sport organizations. Students are then required to make presentations about their assigned cases. *Prerequisite: BUS2502*

SPM 3004 Event Management and Promotions (3 credits)

Sport event management consists of identifying goals of the event and coordinating people in the organizations involved to achieve those goals with the resources available. Students will participate in designing and promoting their own sporting events. Students will also learn to work with the sport staff on campus to manage and promote existing sporting events. *Prerequisite: BUS2502*

SPM 3005 Facility Design & Operations (3 credits)

This course provides students with an understanding of the complexity involved in sport facility and event management. Sport facility management includes a variety of activities such as planning and designing a sports facility, staff management, facility marketing, developing revenue streams, and facility scheduling and operating. Students will tour and critique local sport facilities as part of this course. *Prerequisite: BUS2402.*

SPM 4004 College Athletics (3)

This course identifies and analyses the unique aspects of college sports administration, the course permits students to transfer the professional skills acquired in the program to the collegiate sector. Topics such as Title IX compliance, fundraising, and university communications are explored. Students will use the NCAA website to learn about current issues impacting collegiate sports.

Theatre

NOTE: Theatre courses may be used to fulfill the fine and performing arts core requirement.

THR 1001 Introduction to Acting and Theatre (3)

This is a foundational course in acting and theatre. Through exercises in improvisation, stage movement, physical comedy, projection, monologue, and scene work, students will gain experience in building a character and working with others to create a performance piece.

There will also be study of the elements of theatre (lighting, set design, costume, and music). Open to all students with or without previous stage experience.

THR 1200 Speech and Voice (3)

This course provides training and experience in public speaking. Students will hone their skills speaking before various audiences and will deliver various types of speeches; there will also be acting exercises and improvisation work.

THR 1700 Exploring Theatre Genres (3)

This course investigates three genres: comedy, tragedy and drama. It provides the opportunity to explore various approaches to short scenes and monologues with these three genres.

THR 2105 Advanced Acting (3)

Advanced workshop in acting techniques; scene study and analysis, vocal and physical skills, and performance practice. Study of contemporary acting methods. *Prerequisite: THR 101 or an equivalent course.*