2003

Bridgewater State College Undergraduate/Graduate Catalog 2003-2004

Bridgewater State College

Recommended Citation

This item is available as part of Virtual Commons, the open-access institutional repository of Bridgewater State University, Bridgewater, Massachusetts.
This 2003-2004 Bridgewater State College Catalog outlines programs of study. This catalog can also be referenced on the college’s Web site at www.bridgew.edu.

The rules, regulations, policies, fees and other charges, courses of study, and academic requirements that appear in this catalog were in effect at the time of its publication. Like everything else in this catalog, they are published for informational purposes only, and they do not constitute a contract between the college and any student, applicant for admission or other person.

Whether noted elsewhere in this catalog or not, the college reserves the right to change, eliminate, and add to any existing (and to introduce additional) rules, regulations, policies, fees and other charges, courses of study and academic requirements. Whenever it does so, the college will give as much advance notice as it considers feasible or appropriate, but it reserves the right in all cases to do so without notice.

**Statement of Student Responsibility**

The college catalog is made available to Bridgewater State College students. In all cases, the student bears ultimate responsibility for reading the catalog and following the academic policies and regulations of the college. A copy of the college catalog may be obtained by contacting the Admissions Office or may be viewed on the Web at www.bridgew.edu.
The mission statement of Bridgewater State College was adopted in April, 1998.

As the comprehensive public college of Southeastern Massachusetts, Bridgewater State College has a dual mission: to educate the residents of Southeastern Massachusetts and the Commonwealth, and to use its intellectual, scientific and technological resources to support and advance the economic and cultural life of the region and the state.

While maintaining its historic focus on the preparation of teachers, Bridgewater today provides a broad range of baccalaureate degree programs through its School of Arts and Sciences, its nationally recognized School of Education and Allied Studies, and its new School of Management and Aviation Science, which includes the only four-year Aviation program at a public college in New England. At the graduate level, the college offers doctoral programs in Educational Leadership and Reading in partnership with the University of Massachusetts-Lowell.

Through the extensive information technology and distance education resources available at Bridgewater, including the unique John Joseph Moakley Center for Technological Applications, the college has made technology an integral component of teaching and learning on campus, and seeks to become the regional center for the enhancement of teaching through technology for PreK-12 teachers and college faculty.

Bridgewater educates its students to think critically, communicate effectively and act responsibly within a context of personal and professional ethics. Learning communities on campus and internships in the workplace help students sharpen skills and examine values. Outside the classroom, resident and commuting students alike benefit from participation in research projects, public and community service, and a wide range of recreational and cultural activities.

Southeastern Massachusetts is the fastest-growing region in the northeastern United States. Bridgewater State College is taking the following steps to ensure that its dual mission—to educate the citizens of Southeastern Massachusetts and the Commonwealth, and to use its intellectual, scientific and technological resources to support and advance the economic and cultural life of the region and the state—will continue to be accomplished effectively:

1. Continue to strengthen and improve undergraduate education across the curriculum;
2. Build on current strengths and national reputation in teacher education, especially in mathematics and science education;
3. Develop selected undergraduate programs and a broader array of graduate programs to meet regional economic needs;
4. Extend continuing education programs to meet growing professional development needs;
5. Use the college's extensive technological resources to become a regional center for technological innovation in teaching, learning and distance education;
6. Create new partnerships with other regional institutions of higher education;
7. Continue to examine the benefits of seeking designation as a teaching university, consistent with institutions that have similar organizational structures and offer comparable programs.
# Table of Contents

<table>
<thead>
<tr>
<th>Mission/Statement of Priorities</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
<td>2</td>
</tr>
<tr>
<td>Academic Calendar</td>
<td>4</td>
</tr>
<tr>
<td>History of the College</td>
<td>5</td>
</tr>
<tr>
<td>College Compliance Policies</td>
<td>6</td>
</tr>
<tr>
<td>Academic Programs</td>
<td>9</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>9</td>
</tr>
<tr>
<td>Graduate</td>
<td>10</td>
</tr>
<tr>
<td><strong>Undergraduate Academic</strong></td>
<td></td>
</tr>
<tr>
<td>Experience</td>
<td>11</td>
</tr>
<tr>
<td>The Faculty</td>
<td>11</td>
</tr>
<tr>
<td>Learning Resources</td>
<td>12</td>
</tr>
<tr>
<td><strong>Undergraduate Admissions</strong></td>
<td>17</td>
</tr>
<tr>
<td>Freshman Admission Requirements</td>
<td>17</td>
</tr>
<tr>
<td>Transfer Admission Requirements</td>
<td>18</td>
</tr>
<tr>
<td>Joint Admission Program</td>
<td>19</td>
</tr>
<tr>
<td>Commonwealth Transfer Compact</td>
<td>19</td>
</tr>
<tr>
<td>Decision and Notification Dates</td>
<td>20</td>
</tr>
<tr>
<td>Readmission</td>
<td>20</td>
</tr>
<tr>
<td>OUTREACH</td>
<td>21</td>
</tr>
<tr>
<td>International Admissions</td>
<td>21</td>
</tr>
<tr>
<td>Program for Registered Nurses</td>
<td>21</td>
</tr>
<tr>
<td>New England Regional Student Program</td>
<td>21</td>
</tr>
<tr>
<td>Advanced Standing</td>
<td>21</td>
</tr>
<tr>
<td>Advanced Placement Program</td>
<td>21</td>
</tr>
<tr>
<td>College-Level Examination Program (CLEP)</td>
<td>21</td>
</tr>
<tr>
<td>Second-Degree Option</td>
<td>23</td>
</tr>
<tr>
<td><strong>Tuition and Fees</strong></td>
<td>24</td>
</tr>
<tr>
<td>Application Fees</td>
<td>24</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>24</td>
</tr>
<tr>
<td>Semester Residence Hall and</td>
<td>25</td>
</tr>
<tr>
<td>Dining Charges</td>
<td>25</td>
</tr>
<tr>
<td>Tuition and Fees Summary</td>
<td>26</td>
</tr>
<tr>
<td>Tuition Management Plan</td>
<td>28</td>
</tr>
<tr>
<td>Refund Policy</td>
<td>28</td>
</tr>
<tr>
<td>Return of Financial Aid Policy</td>
<td>28</td>
</tr>
<tr>
<td><strong>Financial Aid</strong></td>
<td>29</td>
</tr>
<tr>
<td>Program Summary</td>
<td>30</td>
</tr>
<tr>
<td>Satisfactory Academic Progress and Student Financial Aid</td>
<td>32</td>
</tr>
<tr>
<td>Student Employment</td>
<td>33</td>
</tr>
<tr>
<td>Alumni Scholarships</td>
<td>33</td>
</tr>
<tr>
<td>Graduate Assistantships</td>
<td>33</td>
</tr>
<tr>
<td>Other Scholarships</td>
<td>33</td>
</tr>
<tr>
<td>Veterans' Affairs</td>
<td>33</td>
</tr>
<tr>
<td>Army Reserve Officers</td>
<td>33</td>
</tr>
<tr>
<td>Training Corps</td>
<td>33</td>
</tr>
<tr>
<td>Air Force Reserve Officer Training Corps</td>
<td>34</td>
</tr>
<tr>
<td>Undergraduate Academic Programs</td>
<td>35</td>
</tr>
<tr>
<td>Bachelor of Arts/Bachelor of Science</td>
<td>35</td>
</tr>
<tr>
<td>Bachelor of Science in Education</td>
<td>35</td>
</tr>
<tr>
<td>Major</td>
<td>35</td>
</tr>
<tr>
<td>Double Major</td>
<td>35</td>
</tr>
<tr>
<td>Concentration</td>
<td>36</td>
</tr>
<tr>
<td>Minor</td>
<td>37</td>
</tr>
<tr>
<td>General Education Requirements</td>
<td>37</td>
</tr>
<tr>
<td>Directed Study</td>
<td>41</td>
</tr>
<tr>
<td>Internship</td>
<td>41</td>
</tr>
<tr>
<td>Honors Program</td>
<td>42</td>
</tr>
<tr>
<td>Commonwealth Honors</td>
<td>42</td>
</tr>
<tr>
<td>Departmental Honors</td>
<td>44</td>
</tr>
<tr>
<td>Scholarships</td>
<td>44</td>
</tr>
<tr>
<td>Honors Center</td>
<td>44</td>
</tr>
<tr>
<td>Honors Program Dinner</td>
<td>44</td>
</tr>
<tr>
<td>Honor Societies</td>
<td>44</td>
</tr>
<tr>
<td>Interdisciplinary Programs</td>
<td>44</td>
</tr>
<tr>
<td><strong>Undergraduate Academic Policies</strong></td>
<td>45</td>
</tr>
<tr>
<td>Awarding of Undergraduate Degrees</td>
<td>45</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>45</td>
</tr>
<tr>
<td>Degree Applications</td>
<td>45</td>
</tr>
<tr>
<td>Commencement Ceremony</td>
<td>45</td>
</tr>
<tr>
<td>Graduation with Honors</td>
<td>46</td>
</tr>
<tr>
<td>Grading System</td>
<td>46</td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>46</td>
</tr>
<tr>
<td>Audit</td>
<td>46</td>
</tr>
<tr>
<td>Incomplete</td>
<td>46</td>
</tr>
<tr>
<td>Repeat Courses</td>
<td>47</td>
</tr>
<tr>
<td>Change of Grade</td>
<td>47</td>
</tr>
<tr>
<td>Dean's List</td>
<td>47</td>
</tr>
<tr>
<td>Mid-Semester Warning Notices</td>
<td>47</td>
</tr>
<tr>
<td>Academic Standards</td>
<td>47</td>
</tr>
<tr>
<td>Academic Standing</td>
<td>47</td>
</tr>
<tr>
<td>Academic Probation</td>
<td>47</td>
</tr>
<tr>
<td>Academic Separation</td>
<td>47</td>
</tr>
<tr>
<td>Dismissal Policies</td>
<td>48</td>
</tr>
<tr>
<td>Satisfactory Academic Progress</td>
<td>48</td>
</tr>
<tr>
<td>Academic Integrity</td>
<td>48</td>
</tr>
<tr>
<td>Registration and Enrollment Policies</td>
<td>49</td>
</tr>
<tr>
<td>Registration</td>
<td>49</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>49</td>
</tr>
<tr>
<td>Classification Designation</td>
<td>50</td>
</tr>
<tr>
<td>Course Audit</td>
<td>50</td>
</tr>
<tr>
<td>Course Drops and Adds</td>
<td>50</td>
</tr>
<tr>
<td>Course Loads</td>
<td>50</td>
</tr>
<tr>
<td>Withdrawal from Courses</td>
<td>51</td>
</tr>
<tr>
<td>Withdraw from the College</td>
<td>51</td>
</tr>
<tr>
<td>Leave of Absence</td>
<td>51</td>
</tr>
<tr>
<td>Readmission or Reinstatement following Withdrawal from the College</td>
<td>51</td>
</tr>
<tr>
<td>Declaration/Change of Major for Freshmen</td>
<td>51</td>
</tr>
<tr>
<td>Change of Major for Upperclassmen</td>
<td>51</td>
</tr>
<tr>
<td>Declaration/Change of Concentration</td>
<td>52</td>
</tr>
<tr>
<td>Declaration/Change of Minor</td>
<td>52</td>
</tr>
<tr>
<td>Credit by Examination</td>
<td>52</td>
</tr>
<tr>
<td>Transfer Credit After Admission</td>
<td>52</td>
</tr>
<tr>
<td>Attendance Policy</td>
<td>52</td>
</tr>
<tr>
<td>Make-up Tests and Examinations</td>
<td>52</td>
</tr>
<tr>
<td>Intercollegiate Athletics Eligibility</td>
<td>53</td>
</tr>
<tr>
<td><strong>Graduate and Continuing</strong></td>
<td>54</td>
</tr>
<tr>
<td>Education</td>
<td>54</td>
</tr>
<tr>
<td>Graduate Programs</td>
<td>54</td>
</tr>
<tr>
<td>Master of Arts</td>
<td>54</td>
</tr>
<tr>
<td>Master of Arts in Teaching</td>
<td>54</td>
</tr>
<tr>
<td>Master of Education</td>
<td>54</td>
</tr>
<tr>
<td>Master of Public Administration</td>
<td>55</td>
</tr>
<tr>
<td>Master of Science</td>
<td>55</td>
</tr>
<tr>
<td>Master of Science in Management</td>
<td>55</td>
</tr>
<tr>
<td>Certificate of Advanced Graduate Study (CAGS)</td>
<td>55</td>
</tr>
<tr>
<td>Doctor of Education</td>
<td>55</td>
</tr>
<tr>
<td>Post Baccalaureate Licensure Programs</td>
<td>55</td>
</tr>
<tr>
<td>Post Master's Licensure Programs</td>
<td>55</td>
</tr>
<tr>
<td>Programs</td>
<td>55</td>
</tr>
<tr>
<td>Programs for Educational Personnel</td>
<td>55</td>
</tr>
<tr>
<td>Certificate Programs</td>
<td>56</td>
</tr>
<tr>
<td><strong>Graduate Admissions</strong></td>
<td>56</td>
</tr>
<tr>
<td>Admission Standards</td>
<td>56</td>
</tr>
<tr>
<td>Post Baccalaureate Licensure Programs</td>
<td>56</td>
</tr>
<tr>
<td>Programs</td>
<td>56</td>
</tr>
<tr>
<td>Master's Degree Programs</td>
<td>57</td>
</tr>
<tr>
<td>CAGS and Post Master's Licensure Programs</td>
<td>57</td>
</tr>
<tr>
<td>Application Procedures</td>
<td>57</td>
</tr>
<tr>
<td>Action by the Department</td>
<td>59</td>
</tr>
<tr>
<td>Action by the Graduate Admissions Office</td>
<td>59</td>
</tr>
<tr>
<td>Graduate Advisers and Program Planning</td>
<td>59</td>
</tr>
<tr>
<td>Change in Program</td>
<td>60</td>
</tr>
<tr>
<td><strong>General Policies and Procedures</strong></td>
<td>60</td>
</tr>
<tr>
<td>Grading System</td>
<td>60</td>
</tr>
<tr>
<td>Change of Grade</td>
<td>60</td>
</tr>
<tr>
<td>Academic Probation</td>
<td>60</td>
</tr>
<tr>
<td>Academic Dismissal</td>
<td>60</td>
</tr>
<tr>
<td>Academic Average for Graduate Degrees</td>
<td>60</td>
</tr>
</tbody>
</table>
# Table of Contents

Satisfactory/Reasonable Progress .......... 61
Statute of Limitations .......... 61
Course Loads .......... 61
Graduate and Undergraduate Credit .......... 61
Program and Course Prerequisites .......... 61
Transfer Credit .......... 61
Incomplete .......... 62
Course Registration .......... 62
Withdrawal .......... 62
Course Drops and Adds .......... 63
Deadlines .......... 63
Change of Name/Address .......... 63
Graduate Assistantships .......... 63
Independent Study .......... 63
Thesis .......... 64
Exit Requirements .......... 64
Comprehensive Examination .......... 64
Application to Graduate .......... 64

**Graduate Program**

Requirements .......... 65
Master of Arts .......... 65
Master of Arts in Teaching .......... 65
Master of Education .......... 65
Master of Public Administration .......... 65
Master of Science .......... 65
Master of Science in Management .......... 66
Certificate of Advanced Graduate Study (CAGS) .......... 66
Collaborative CAGS/Ed.D. Program .......... 66

**School of Arts and Sciences** .......... 67
Undergraduate Programs .......... 68
Graduate Programs .......... 69
Department of Art .......... 70
Department of Biological Sciences .......... 74
Department of Chemical Sciences .......... 79
Department of Communication Studies and Theatre Arts .......... 82
Department of Earth Sciences and Geography .......... 87
Department of English .......... 94
Department of Foreign Languages .......... 98
Department of History .......... 101
Department of Mathematics and Computer Science .......... 108
Department of Music .......... 112
Department of Philosophy .......... 115
Department of Physics .......... 117
Department of Political Science .......... 120
Department of Psychology .......... 124
Department of Social Work .......... 128
Department of Sociology and Anthropology .......... 132

**School of Education and Allied Studies** .......... 138
Undergraduate Programs .......... 139
Post Baccalaureate, Graduate and Post Master's Programs .......... 140
Licensure of Educational Personnel .......... 140
Admission to and Retention in Professional Education Programs-Undergraduate Students .......... 141
Admission to and Retention in Professional Education Programs-Post Baccalaureate Students .......... 142
Admission to, Retention in and Exit from Professional Education Programs – MAT, E.Ed., CAGS .......... 143
CAGS in Education .......... 144
Collaborative CAGS/Ed.D. Program .......... 145
Department of Elementary and Early Childhood Education .......... 146
Department of Movement Arts, Health Promotion and Leisure Studies .......... 154
Department of Secondary Education and Professional Programs .......... 166
Undergraduate Programs .......... 166
Graduate Programs .......... 171
Accelerated Post Baccalaureate Program (APB) .......... 171
Master of Arts in Teaching .......... 172
Counseling Program .......... 173
Educational Leadership .......... 178
Library Media Program .......... 181
Instructional Technology Program .......... 181
Department of Special Education and Communication Disorders .......... 182

**School of Management and Aviation Science** .......... 185
Department of Accounting and Finance .......... 187
Department of Aviation Science .......... 191
Department of Economics .......... 195
Department of Management .......... 196

**Interdisciplinary and Preprofessional Programs** .......... 201

**Course Descriptions** .......... 209
Course Numbering System .......... 209
GER, Notations .......... 209
Prerequisite Notations .......... 209
Semester Notations .......... 209
Former Course Number Notations .......... 209
Cross-Listed Courses .......... 209
Meeting Times .......... 211

**Course Prefix Key** .......... 211
Board of Trustees .......... 373
Officers of the College .......... 374
Administrative and Other College Offices .......... 375
Academic Department Directory .......... 379
Faculty .......... 383
Librarians .......... 393
Emeritus Faculty .......... 394
Index .......... 404
Map .......... 408

Accreditation's and Certifications .......... Inside back cover
ACADEMIC CALENDAR

The regular academic year consists of two semesters (fall and spring) of approximately fifteen weeks each. The college also holds two summer sessions of approximately five weeks each.

SUMMER SEMESTER — 2003

May
27 (Tuesday) Summer Session I classes begin

June
26 (Thursday) Summer Session I classes end

July
7 (Monday) Summer Session II classes begin

August
7 (Thursday) Summer Session II classes end

FALL SEMESTER — 2003

September
1 (Monday) Labor Day — No classes
3 (Wednesday) Fall classes begin
17 (Wednesday) Senior Convocation (12 PM and 1 PM classes are cancelled)

October
13 (Monday) Columbus Day — No classes
21 (Tuesday) End of First Quarter
22 (Wednesday) Beginning of Second Quarter

November
11 (Tuesday) Veterans’ Day — No classes
12 (Wednesday) Tuesday Day schedule of classes (Wednesday Day classes will not meet on 11/12)
26 (Wednesday) Thanksgiving Recess begins at the close of Day classes. Evening classes will not meet

December
1 (Monday) Classes resume
10 (Wednesday) Fall Semester day classes end
11 (Thursday) Reading Day (Day classes only)
12 (Friday) Fall Semester day final exams begin
15 (Monday) Monday evening class final exam
16 (Tuesday) Tuesday evening class final exam
18 (Thursday) Fall Semester day final exams end

SPRING SEMESTER — 2004

January
19 (Monday) Martin Luther King, Jr. Day — No classes
20 (Tuesday) Spring classes begin
30 (Friday) Winter Commencement

February
16 (Monday) Presidents’ Day — No classes
17 (Tuesday) Monday Day and Evening schedule of classes (Tuesday Day and Evening classes will not meet on 2/17)

March
5 (Friday) End of Third Quarter; Spring Recess begins at the close of classes
22 (Monday) Beginning of Fourth Quarter

April
19 (Monday) Patriot’s Day — No classes
21 (Wednesday) Monday Day and Evening schedule of classes (Wednesday Day and Evening classes will not meet on 4/21)

May
6 (Thursday) Thursday evening class final exam
7 (Friday) Spring Semester day classes end
10 (Monday) Reading Day (Day classes only)
11 (Tuesday) Spring Semester day final exams begin; Tuesday evening class final exam
12 (Wednesday) Wednesday evening class final exam
17 (Monday) Spring Semester day final exams end
22 (Saturday) Spring Commencement
HISTORY OF THE COLLEGE

Bridgewater State College's journey from 1840, when the school was founded with 27 students in a single room in the basement of Town Hall, to the 2003-2004 academic year, when it serves more than 9,000 full-time and part-time students on a 235-acre campus with 34 major buildings, has had a profoundly positive impact on the citizens of this region and the commonwealth.

Today, under the leadership of Dr. Dana Mohler-Faria, the college's 11th president, Bridgewater has grown to become the largest state college in Massachusetts and the fifth largest of the state's 29 public colleges and universities.

Its location in the heart of Southeastern Massachusetts, midway between Boston and Cape Cod, makes BSC a key educational hub that serves the area's 51 cities and towns and more than a million nearby residents with a wide range of programs and services. Bridgewater's 43,000 alumni, more than 80 percent of who live and work in Massachusetts, are a vital part of every sector of the state's economy.

Having just completed a $70 million new construction and building renovation program, the college's academic, administrative and student housing facilities feature a host of state-of-the-art teaching and learning resources, many of which are used on a regular basis by the businesses, school districts, community organizations and individuals located in this part of the state.

The college's expertise in the field of instructional technology - launched almost a decade ago with the opening of the $10 million dollar J. Joseph Moakley Center for Technological Applications - is among Bridgewater's most important resources, given society's ever-increasing dependence on advances in this field.

The Moakley Center is the focal point for the college's growing network of technology services to the campus and the region, and continuing progress in the development of technology resources is a major priority. All college buildings are wired for high-speed voice, video and data transmission, and a host of computer-based training programs are offered throughout the year both for the campus community and for educators, business leaders and public service personnel from throughout the region.

Bridgewater's early years were very modest in comparison. One of the oldest public colleges in America, Bridgewater was exclusively a teacher-training institution from its founding well into the 20th century (the school's name was Bridgewater State Teachers College until 1960).

Enrollment grew slowly through the 19th century but was still approximately 500 students into the late 1950s. A four-year program was first introduced after the Civil War, and in 1921, the college was authorized for the first time to grant a bachelor of education degree, and in 1937, the graduate school was established. For most of its first century-and-quarter, the college's physical plant was confined to the 33 acres surrounding the main administration building.

In the mid-1960s a new liberal arts curriculum was introduced in the state colleges of Massachusetts, and the "Bridgewater State College" was officially adopted in 1965. Under the leadership of Dr. Adrian Rondileau, who took office in 1962 and remained as president for 25 years, the college began experiencing dramatic growth in terms of students, academic programs and new buildings.

In 1989, Dr. Adrian Tinsley became the college's 10th - and first woman - president, and the college's expansion continued during her 13-year tenure. Academically, the college grew significantly. The Tinsley years saw the construction of six new buildings, the addition of a half-dozen new academic programs, and the completion of the college's first endowment campaign, which raised $10 million for student scholarships and other worthwhile academic projects.

She developed the plans for the creation in 1992 of the School of Arts and Sciences and the School of Education and Allied Studies, and in 1997 she opened the School of Management and Aviation Science. Further, she re-emphasized support for the college's historic commitment to teacher education, and today, as in the past, education is the field of choice for a large number of Bridgewater students.

Also during her tenure, the MBTA completed the construction of the Old Colony line, restoring commuter rail between this part of the state and Boston, with the Bridgewater station located in the heart of the campus, making Bridgewater the only college in New England outside of downtown Boston with a commuter rail station on its campus.

When Dr. Mohler-Faria succeeded Dr. Tinsley in the summer of 2002, he brought with him a full decade of experience at BSC, having spent the previous 11 years as her vice president for administration and finance. At his inaugural in October of that year, he said, "We have important plans for Bridgewater and its commitment to offering high quality, affordable education, and we have equally important plans for how we will repay the people and communities around us for all the gifts that we have been given."
The material which follows includes a summary of the federal and state legal requirements and specific college policies related to nondiscrimination, harassment, hazing, alcohol and drug policies, safety and security measures and confidentiality of student records. For a copy of the complete policy statements or further information, please contact the appropriate office as indicated in each policy section.

**Policy on Nondiscrimination and Affirmative Action**

Bridgewater State College does not discriminate in admission to or access to, or treatment or employment in, any of its educational programs or activities, including scholarships, loans and athletics, on basis of race, creed, religion, color, gender, marital status, age, sexual orientation, national origin, veteran status or disability. The college complies with executive orders 11246 and 11375 as amended; the Civil Rights Act of 1964 as amended; the Civil Rights Restoration Act of 1988; the Civil Rights Act of 1991; Title IX of the Higher Education Amendments of 1972 as amended; Sections 503 and 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990; Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974; and pertinent laws, regulations and executive orders; directive of the Higher Education Coordinating Council; the Boards of Trustees of the Massachusetts State Colleges and the Commonwealth of Massachusetts, and other applicable local, state and federal statutes.

Anyone believing that he or she has experienced discrimination and/or adverse treatment may register a complaint with the Office of Affirmative Action, Boyden Hall 226 (508) 531-1241; the vice president for student affairs, Boyden Hall 106 (508) 531-1276, TTY (508) 531-1384; or write to the Office for Civil Rights, Washington, D.C.

For specific information regarding college policies related to racial harassment, sexual harassment or disabilities discrimination, please contact the Office of Affirmative Action, Minority Affairs and Equal Opportunity, the Office of Student Affairs or refer to the Bridgewater State College Handbook.

**Confidentiality of Student Records**

Bridgewater State College complies with the Family Educational Rights and Privacy Act (FERPA) of 1974 which governs access to and release of information contained in student education records. Students have the right to review their education records, request the amendment of their records if they believe that inaccuracies exist, and consent to disclosures of personally identifiable information contained in their records. Students also have the right to file written complaints with the U.S. Department of Education, Family Policy Compliance Office, concerning alleged violations of this act. Additional information regarding this act may be found in the Bridgewater State College Handbook, in the Fall and Spring Course Schedules, and on the web (www.bridgew.edu/depts/registr). For specific questions, please contact the Registrar's Office, Boyden Hall 003.

**The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act**

Bridgewater State College complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, a federal law that requires colleges and universities across the United States to disclose information about crime on and around their campuses.

**Annual Report**

Colleges have to publish an annual report every year by October 1st that contains three years of campus crime statistics and also certain security policy statements including sexual assault policies, the law enforcement authority of campus police, and where students should go to report crimes. These statistics and policy statements are published annually in the Bridgewater State College Student Handbook.

**Crime Statistics**

Colleges must disclose crime statistics for the campus, public areas immediately adjacent to the campus, and certain non-campus facilities including Greek housing and remote housing. The statistics must be gathered from campus and local police, and college officials that have “significant responsibility for student and campus activities.”

**Access to Timely Information**

Colleges are also required to provide “timely warnings” and a separate but more extensive public crime log. The Bridgewater State College Police Department issues “Campus Safety Alert Bulletins” whenever a major crime or other significant incident may potentially affect the safety or security of the campus community. The Department also maintains a daily police log that is accessible to the public. The police log and any “Campus Safety Alert Bulletins” that are issued are also provided for publication in the college newspaper, The Comment.
Hazing
Hazing is unlawful in Massachusetts. Bridgewater State College supports the law. Hazing means "...any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person." Any person who is a principal organizer or participant in the crime of hazing shall be punishable by a fine of not more than $3,000 or by imprisonment in a house of correction for not more than one year, or by both such fine and imprisonment. Please refer to the Bridgewater State College Handbook for the complete college policy statement on hazing.

Inappropriate Behaviors that Compromise the Safety and Security of Bridgewater State College That Will Not Be Tolerated
The following list of inappropriate behaviors are those leading to the student's suspension or dismissal from Bridgewater State College once a determination of responsibility has been made. Immediate interim suspension pending a hearing will occur whenever the accused student is deemed a safety threat.

Serious acts against persons, including, but not limited to:
• hate crimes
• murder
• physical assault
• rape or other sexual assault
• stalking

Serious acts against property, including, but not limited to:
• arson
• destruction of property including computer data
• illegal occupation of a building

Possession or discharge of illegal weapons.

Illegal alcohol or drug distribution.

Seriously jeopardizing the safety and lives of others, including, but not limited to:
• creating or false reporting of bombs
• hazing
• inciting a riot
• resisting arrest
• tampering with fire or safety equipment including pulling a false fire alarm
• driving under the influence of alcohol or drugs.

For information on the college conduct code and judicial process, please refer to the Bridgewater State College Student Handbook or contact the Office of Student Affairs, Boyden Hall 106.

The Massachusetts Clean Indoor Act
(Massachusetts General Laws, Chapter 270, Sect. 22)
The Massachusetts Clean Indoor Air Act requires that smoking be prohibited at colleges within the Commonwealth except in areas designated by the college as smoking areas. Effective January 1, 1993, the college became smoke free. All indoor smoking is prohibited. Students and employees interested in participating in smoking cessation programs may obtain information from the Office of Health Services, Tillinghast Hall 001; or the Office of Human Resources, Boyden 103.

Drug-Free Schools and Communities Act Amendments of 1989
In compliance with the Drug-Free Schools and Communities Act Amendments of 1989, Bridgewater State College has adopted and implemented programs to prevent the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees.

The unlawful possession, use or distribution of illegal drugs on college property or at college activities is also prohibited. Sanctions are imposed by the college on students and employees who violate the college alcohol and drug policy.

For information on specific college policies pertaining to alcohol and illegal drugs, sanctions for violations of the alcohol and drug policy, campus resources and referral agencies, please refer to the Bridgewater State College Student Handbook or contact the Office of Student Affairs, Boyden Hall 106; the Alcohol/Drug Program, Tillinghast Hall 010; or the Office of Human Resources, Boyden Hall 103.
**Voter Registration Act**
(Massachusetts General Laws, Chapter 51, Sect. 42E)
The law requires all colleges to make available voter registration forms to all students enrolled in a degree or certificate program and physically in attendance at the institution. Massachusetts residents will find such forms at the Bridgewater State College web page (www.bridgew.edu – Click on BSC Students) and at the Campus Center Information Booth. Out-of-state students who want to vote in their home state must use either a mail-in form supplied by an election official in the home state or the federal mail-in affidavit of voter registration. The latter may be obtained by writing or calling the Massachusetts Elections Division, Room 1705, McCormack Building, One Ashburton Place, Boston, MA 02108 (617) 727-2828 or 1-800-462-8683, through the BSC Web site listed above or through www.state.ma.us/sec/elestu/stuidx.htm

### Teacher Preparation Programs and Educator Licensure Test Pass Rates
Bridgewater State College offers 19 undergraduate and post baccalaureate programs leading to initial licensure. All candidates enrolled in teacher-licensure programs must have a major in an Arts and Sciences discipline in addition to their education course sequence, and all candidates are exposed to actual K-12 classrooms throughout their teacher preparation program. Bridgewater's School of Education and Allied Studies is accredited by the National Council for the Accreditation of Teacher Education (NCATE). All of the college's educator preparation programs are approved by the Massachusetts Department of Education, and 22 programs are approved at the national level by recognized professional organizations.

To be licensed to teach in Massachusetts, candidates must pass three educator licensure tests: two basic skills tests (reading and writing) and a test in their academic content area. The table on the left reports pass rates for each of the tests required for teacher licensure.

<table>
<thead>
<tr>
<th>Test Field/Category</th>
<th>Institution</th>
<th>State-wide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Passed</td>
</tr>
<tr>
<td>Basic Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CommLit Reading</td>
<td>251</td>
<td>251</td>
</tr>
<tr>
<td>CommLit Writing</td>
<td>251</td>
<td>250</td>
</tr>
<tr>
<td>Aggregate</td>
<td>251</td>
<td>250</td>
</tr>
<tr>
<td>Academic Content Areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>02 Early Childhood</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>03 Elementary</td>
<td>130</td>
<td>130</td>
</tr>
<tr>
<td>04 Middle School</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>06 History</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td>07 English</td>
<td>5</td>
<td>-</td>
</tr>
<tr>
<td>09 Mathematics</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>14 Earth Science</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>16 Music</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>17 Visual Art</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>22 Physical Education</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td>28 Spanish</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>46 Communication/Performing Arts: Dance</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Aggregate</td>
<td>217</td>
<td>217</td>
</tr>
<tr>
<td>Teaching Special Populations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 Moderate Disabilities</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>Aggregate</td>
<td>32</td>
<td>32</td>
</tr>
</tbody>
</table>

| Summary Totals and Pass Rate | 251 | 250 | 100% | 91% |
ACADEMIC PROGRAMS

UNDERGRADUATE MAJORS
Thirty undergraduate majors are currently offered. For more detailed information, see requirements listed in the appropriate department of this catalog.

ACCOUNTING AND FINANCE
Concentrations:
Accounting
Finance

ANTHROPOLOGY
Concentrations:
Cultural Anthropology
Public Archaeology

ART
Concentrations:
Crafts
Fine Arts
Graphic Design

AVIATION SCIENCE
Concentrations:
Aviation Management
Flight Training

BIOLOGY
Concentrations:
Biomedical
Cell/Molecular
Environmental
General

BUSINESS—see Management and Accounting and Finance

CHEMISTRY
Concentrations:
Biochemistry
Environmental Chemistry
Professional Chemistry

CHEMISTRY-GEOLGY

COMMUNICATION ARTS AND SCIENCES
Concentrations:
Communication Studies
Dance Education
Theatre Arts
Theatre Education

COMPUTER SCIENCE
CRIMINAL JUSTICE
EARLY CHILDHOOD EDUCATION

EARTH SCIENCES
Concentrations:
General
Environmental Geoscience
Geology

ECONOMICS

ELEMENTARY EDUCATION

ENGLISH
Concentrations:
English Education (High School, Middle School)
Writing

GEOGRAPHY
Concentrations:
General
Environmental Geography
Geotechnology
Regional and Economic Planning

HEALTH EDUCATION

HISTORY
Concentration:
Military History

MANAGEMENT SCIENCE
Concentrations:
General Management (Human Resources, Operations)
Energy and Environmental Resources Management
Global Management
Information Systems Management
Marketing
Transportation

MATHEMATICS

MUSIC

PHILOSOPHY
Concentration:
Applied Ethics

PHYSICAL EDUCATION
Concentrations:
Athletic Training
Coaching
Exercise Science/Health Fitness
Motor Development Therapy/Adapted Physical Education
Recreation
Recreation and Fitness Club Administration
Teacher Licensure in Physical Education (PreK-8)
Teacher Licensure in Physical Education (5-12)

PHYSICS
Concentrations:
General Physics
Professional Physics
POLITICAL SCIENCE
Concentrations:
American Politics
International Affairs
Legal Studies

PSYCHOLOGY
Concentrations:
Industrial and Organizational Psychology
Medical and Health Psychology

SOCIAL WORK

SOCIOLOGY
Concentration:
Third World Studies

SPANISH

SPECIAL EDUCATION
Concentration:
Communication Disorders

GRADUATE PROGRAMS
For complete information about graduate degrees and concentrations see the Graduate and Continuing Education section of this catalog.

Post Baccalaureate Licensure
Early Childhood Education
Educational Leadership (LEAD)
Elementary Education
Health (Health, Family and Consumer Sciences)
Physical Education
Secondary Education (Middle School/High School/PreK-12 Specialist)
Special Education

Master of Arts (M.A.)
English
Psychology

Master of Arts in Teaching (M.A.T.)
Biology
Creative Arts
English
History
Mathematics
Physical Sciences
Physics

Master of Education (M.Ed.)
Counseling
Early Childhood Education
Educational Leadership
Elementary Education
Health Promotion
Instructional Technology
Reading
Special Education

Master of Public Administration (M.P.A.)
Concentrations:
Financial and Personnel Administration
Municipal and Regional Development and Management
Nonprofit and Human Services Administration
Public Safety Administration

Master of Science (M.S.)
Computer Science
Criminal Justice
Physical Education

Master of Science in Management (M.S.M.)
Concentrations:
Accounting
Marketing
Organizational Development
Technology Management

Post Master's Licensure
Instructional Technology
School Guidance Counseling

Certificate of Advanced Graduate Study (C.A.G.S.)
Educational Leadership
Mental Health Counseling
Reading

Doctor of Education (Ed.D.)
Educational Leadership
Reading
(Collaborative program with the University of Massachusetts - Lowell)
THE UNDERGRADUATE ACADEMIC EXPERIENCE

Small class size, a superb faculty, the extensive resources of the Maxwell Library and the John Joseph Moakley Center for Technological Applications, modern equipment and facilities, and a supportive network of advisers and counselors are the key elements of the academic environment at Bridgewater State College.

A wide variety of cultural, social, athletic and recreational activities complement the learning process and add different dimensions to the total academic experience at Bridgewater State College.

The college is committed to student success. Faculty and staff strive to help each student achieve full potential. The college’s long tradition of academic excellence is built upon a foundation of challenging studies, a stimulating atmosphere, and a spirit of community and partnership. The rewards of success can be both personal and professional.

Recognizing that a narrow focus of learning is a serious threat to a student’s economic and intellectual future, Bridgewater expects all students to pursue common patterns of study in addition to a major field of study.

Advancing technology, moving at breathtaking speed, adds infinite amounts of new information. The ability to assimilate complex ideas from a variety of sources requires fundamental knowledge in different areas of history, science, the arts, literature, language and philosophy as well as specialized, in-depth skill in one major area. A college education should provide a person with broad information of lasting value no matter what vocation is pursued. With most people changing careers as many as five times during their working lives, the importance of this foundation is obvious.

Liberal arts are the core of the Bridgewater experience. Every student, regardless of major, completes what are called the General Education Requirements (GERs)—courses of study in areas of knowledge and understanding of general significance. This exposure to broad fields of learning is a foundation for specific studies in a student’s major. Most Bridgewater students complete GERs during the first two years of college and spend the last two years in their major field of study.

An important part of this emphasis—in GER courses as well as in courses in the major—involves writing and improving writing skills. Language is our chief instrument of communication over time and space. The ability to express our ideas and react to the ideas of others is rooted in language skills. Technology has accelerated dramatically the need for people who can communicate quickly, clearly and effectively. Individuals who can write with confidence and skill have far more opportunity for success than those who cannot.

Business executives, in survey after survey, rank proficiency in communication as the most important skill an employee can possess. Bridgewater State College believes firmly in our obligation to prepare students for the world they will encounter and the demands and expectations they will confront.

The college has a rich and varied array of majors, minors and program options. For the undergraduate student, there are more than 100 such possibilities to help prepare for a career.

The academic experience available to students at Bridgewater State College can be summed up in a few words: Challenging . . . Comprehensive . . . Flexible . . . Outstanding . . . Opportune.

THE FACULTY

Bridgewater State College has an outstanding faculty of men and women who take their responsibility for teaching seriously. Faculty and students can work closely together because most classes are small in size (the average is less than 30 students). Many students assist faculty in research projects outside the classroom as well.

Bridgewater State College professors are recognized for their expertise. Ninety percent hold terminal degrees in their fields, and many faculty members serve as consultants and advisers to corporations, banks, health organizations, school systems and government agencies.

Others provide leadership to professional societies and conduct pioneering research in their respective fields.
LEARNING RESOURCES

The Academic Achievement Center
The Academic Achievement Center houses a variety of programs and services that support the adjustment to college and the academic success of students. The Achievement Center is located on the ground floor of the Maxwell Library and includes the following programs:

The Haughey Academic Advising Program
The advising program serves freshmen and all other students who have yet to declare an academic major. Freshmen are introduced to the advising program during orientation and participate in a number of group and individual advising sessions throughout the academic year. The focus of the advising program is on helping each student plan a program of study and make a successful and happy transition to college life.

Enrichment Program
A variety of services is available to help strengthen those skills most essential to effective learning both in college and throughout life.

The program is based on the college’s commitment to provide students with every opportunity to build upon strengths they have while correcting any deficiencies. This assistance is provided through specialized courses in English and mathematics and through resources such as Studying and Research Services, the Writing Studio, and Mathematics Services, a learning specialist and a learning disabilities specialist. Tutorial assistance is also provided.

Students needing assistance may be referred by faculty or staff. A student may also request special help, which the college may provide.

Introductory College Skills Courses—Students may be assigned to a class or to Introductory College Skills courses as a result of a review of the students’ high school records, SAT scores and performance on various placement examinations generally given during Freshman Orientation. A student may also request this assistance, which the college is pleased to provide.

The course or courses will be graded on a pass/fail basis and will not be calculated in the student’s cumulative quality point average. Students assigned to any of these courses must complete the course successfully before attempting any other course in that area. The credit earned in any Introductory College Skills course may not be used to satisfy General Education Requirements nor may it be applied toward the minimum number of credits required for graduation in any major.

*FS 100 Introductory College Skills: Intrusive Advising—A specialized learning/advising program for freshmen offered by the Academic Achievement Center and conducted in a small group setting. Students who wish further information about this course should contact the Academic Achievement Center.

*FS 101 Introductory College Skills: Writing—The course will consist of an intensive review of basic communication skills, chiefly those of reading and writing. Students who wish further information about this course should consult with the chairperson of the English department or the Academic Achievement Center.

*FS 102 Introductory College Skills: Mathematics—Fundamental principles of algebra and geometry. Students who wish further information about this course should consult with the chairperson of the Department of Mathematics and Computer Science, or the Mathematics Laboratory director, or the director of the academic achievement center.

Learning Assistance Services—Students may receive assistance through the following services offered in the Academic Achievement Center:

Communication Lab—Students are assisted with preparation of oral presentations through services that teach strategies for topic selection, outline development, and research, as well as through opportunities for presentation practice.

Mathematics Services—Students participate in individual or small group tutoring and have access to a variety of video and computer materials to support mastery of mathematics concepts and skills.

*The credit earned in these particular courses may not be used to satisfy General Education Requirements, nor may it be applied toward the minimum number of credits required for graduation in any major.
Studying and Research Services—Students are helped to develop strategies for managing the demands of college courses and skills for completing demanding course assignments.

Writing Studio—Students are provided individualized assistance to strengthen skills at all stages of the writing process.

PROGRESS
The Program for the Recruitment of Special Students (PROGRESS) provides a network of support services to admitted students who possess both the motivation and the potential necessary to achieve college success. PROGRESS students take the same courses and meet the same degree requirements as all students. Success is supported through the Haughey Academic Advising Program, individualized academic counseling, and Academic Achievement Center learning assistance services and tutorial services. PROGRESS students participate in a required Pre-College Workshop prior to the beginning of classes.

DEPARTMENTAL RESOURCES
The college offers extensive computer facilities for instructional purposes and resources that range from a Zeiss Electron Microscope in the Department of Biological Sciences and an astronomy observatory in the Department of Earth Sciences and Geography to a writing laboratory offered by the Department of English.

Facilities for weaving, ceramics, sculpture and painting are available in the Department of Art, and flight simulators are provided in the Department of Aviation Science. These and many other modern resources support the educational mission of the college and insure that Bridgewater students can learn and apply contemporary knowledge and skills.

Clement C. Maxwell Library
Conveniently located on the west side of campus, the Maxwell Library is close to many of the college's classrooms and dormitories, as well as the Rondileau Campus Center. The Library is a hub of activity on campus, and provides seating and study space for students at tables, individual carrels, and open lounges.

A fully networked and integrated information and service center, the library houses three computer network areas as well as video and closed-circuit television viewing stations. Access is provided to over 70 online bibliographic and informational databases, including 30 that offer full-text or selected full-text. The Library's selection includes databases from many major vendors, such as EBSCOHost, InfoTrac/Gale, FirstSearch, and Wilson, not to mention JSTOR, Project Muse, and others (the complete list can be viewed at www.bridgew.edu/library/online.htm. For students, this means easy access to a large collection of high quality information resources anytime, anywhere, both on campus (including network-connected residence hall rooms) and off campus.

A core collection of print and microformat materials, including over 300,000 print volumes, current subscriptions to more than 1,500 periodicals and newspapers, and the complete ERIC microfiche collection, forms the backbone of the library's collections.

The Library is also home to Voyager, an integrated online library management system and it's associated web-based online catalog, called Webster. Besides being a traditional library catalog, Webster also provides access to over 4000 full-text electronic books through the Library's subscription to NetLibrary, as well as links to selected electronic journals (connect to Webster at http://webster.bridgew.edu).

The Library is open 93 hours a week, and is staffed by professional and support personnel ready to assist students and other library guests with their reference and research needs.

John Joseph Moakley Center for Technological Applications
The Moakley Center has been supporting the technology needs of Bridgewater State College students as well as the region's educators and businesses since its opening in 1995. The Moakley Center is a technology-integrated, 50,000-square-foot learning venue that focuses the power of technology on its guiding principle that education is a lifelong process.

Just inside, a 213-seat amphitheater features a full complement of the latest presentation technologies. Its television/video production facility grants access to digital editing and complete teleconference capabilities for students, businesses and educators alike. Several multimedia training rooms offer the latest in technology-enabled learning.
A variety of technology-based programs are located within the Moakley Center. The programs include the Teacher Technology Center; RiverNet Watershed Access Lab; CityLab Satellite; Center for Technical Education; Microsoft IT Academy; Courseware Development Center; Center for the Advancement of Research and Teaching (CART); and the GeoGraphics Lab.

**College Events and Special Programs**

Literally hundreds of interesting programs, projects and events are available at Bridgewater State College throughout each year. Academic, cultural, and social activities and programs are sponsored each year by students, faculty, staff and alumni of the college and include, but are certainly not limited to: Homecoming, Convocation, Family Day, Hall of Black Achievement, Dr. Martin Luther King Jr. Day Celebration, Awards for Excellence, Springfest and the Holiday Concert.

Consult the Bridgewater State College Handbook, the numerous bulletin boards across the campus, as well as college publications, for information on campus events as they arise.

**Cultural, Social, Athletic and Recreational Activities**

In addition to classroom instruction, Bridgewater State College offers students a full social, cultural, athletic, recreational and religious life. Art exhibits, lectures, concerts, movies, plays, workshops and sports events make for an active campus schedule. (Please refer to the handbook and the college Web site www.bridgew.edu for a complete listing of clubs, organizations and a calendar of campus events.)

Through programs sponsored by the Student Activities Office, the Student Government Association, the Program Committee, and other organizations, members of the college community have opportunities to attend events featuring significant public figures and internationally acclaimed performing artists.

The Art Building and Maxwell Library feature galleries where exhibits are displayed and the Rondileau Campus Center offers special programs such as performance by the college Chorale Society and the Bridgewater State College Dance Company. For students who enjoy the theater, Bridgewater State College has much to offer. Major productions are presented by students in the theatre department throughout the year. Professional theater companies perform at the college frequently.

Bridgewater has a strong athletic tradition, which has grown to include 22 intercollegiate varsity sports teams, a full range of intramural athletic programs, and a number of club sports programs. The Adrian Tinsley Center features a state-of-the-art fitness center, a walking track and new multi-sport surfaces. The college is a member of the National Collegiate Athletic Association (NCAA) Division III, the Eastern Collegiate Athletic Conference (ECAC) and the Massachusetts State College Athletic Conference (MASCAC).

Community members keep abreast of events and programs through a variety of campus media. The student newspaper, The Comment, and the official college newsletter, Bridgewater Today, focus on news and feature stories highlighting campus life and individual achievements, and the Commuter Connection Newsletter provides useful information for the commuting population.

The campus radio station, WBIM-FM, provides coverage of events plus a full range of musical and special interest programming. The college has its own homepage at www.bridgew.edu and resident students have access to a cable television local access channel offering college news and information. The Office of Public Affairs maintains a Campus Events Line (508) 531-1768, a weekly recording of campus events.

**Exchange and International Programs**

Bridgewater has formal student exchange agreements with Acadia University (Nova Scotia, Canada); and Manchester Metropolitan University, Crewe & Alsager Campus, in England. Students also have the opportunity to study in Canada through the Quebec/New England Exchange at over a dozen institutions, including Bishop's University, Concordia University, the University of Laval, McGill University, the University of Montreal and the University of Sherbrooke. The Nova Scotia/New England Exchange provides exchange opportunities at eleven institutions, including Atlantic School of Theology, University College of Cape Breton, Dalhousie University, University of King's College, Nova Scotia College of Art and Design, St. Francis Xavier University and Saint Mary's University.

Through the National Student Exchange students may spend up to one year attending a college or university in another state at the in-state tuition rate. The
International Study Tours

Short-term faculty-led study tours to international locations are designed as courses for undergraduate or graduate college credit. Each course is designed around one or more subject areas providing an opportunity for students to explore, firsthand, societies quite different from their own. These courses, which vary in length from 10 days to 5 weeks, are offered during winter intersession, spring break and the summer. All programs are led by Bridgewater State College faculty and taught in English. Contact the Office of International Exchange Programs, Graduate and Continuing Education, Maxwell Library, Room 21, (508) 531-6183 for information. Also visit www.bridgew.edu/international.

Short-term international study tours for 2004 include:
- Cuban Life and Culture in Regional Context: Study Tour to Cuba (January 2004) studies the cultures, economy and politics in Cuba with visits to schools, museums, medical clinics, and AfroCuban cultural sites;
- Games and Sport of Arctic People: Study Tour to the Arctic (March 2004) focuses on the relationships that exist between traditional Arctic games and sport and family, religion, economics, education, art and politics;
- Ten Years After Apartheid: Study Tour to South Africa (June-July 2004) reveals the physical beauty, abundant wildlife and deeply embedded racial divisions of South Africa;
- Studio Art Workshop in France (summer 2004), a 10-day workshop in a French village with choice of creative photography or plein air painting;
- History Study Tour of Italy (summer 2004) examines the social, cultural, political and technical aspects of life in early modern walled cities and their territories;
- Bridgewater-at-Oxford (summer 2004) offers three weeks of study at Oxford University in England with a choice of Political Science/Law, Art History, English Literature or English History; and
- Understanding the Irish Diaspora: Study Tour to Ireland (summer 2004), examines the causes of migration, providing a context within which to understand the Irish American experience. Short-term Bridgewater State College courses are currently being developed to Spain and Russia.

Cross Registration CAPS

College Academic Program Sharing is designed to provide full-time students attending a Massachusetts state college the opportunity to study at another Massachusetts state college in order to add a different or specialized dimension to their undergraduate studies. Students may take 3 to 30 semester hours of credit without going through formal registration procedures and without a formal transfer credit approval process. Courses taken under the CAPS program are not included in the student’s GPA. For further information contact the Registrar’s Office.

SACHEM

Through the Southeastern Association for Cooperation of Higher Education in Massachusetts, qualified full-time students may cross-register for two courses each semester, one of which is not offered at their own institution, without going through formal registration procedures. Tuition is covered within the student’s full-time tuition charge at Bridgewater State College. Schools participating in this program include Bristol Community College, Cape Cod Community College, Dean Junior College, Massachusetts Maritime Academy, Massasoit Community College, Stonehill College, University of Massachusetts Dartmouth and Wheaton College. Application for cross-registration must be made through the Registrar’s Office.

Orientation for New Students

Bridgewater’s orientation program has been designed to introduce new students and their families to the Bridgewater community. Through collaborative efforts between the divisions of Academic Affairs and Student Affairs, orientation provides programs that are conducive to the academic and social success of new students. The goals of orientation are to develop and coordinate programs that promote academic success, to enhance personal and social development, and to provide families and their students with information about services, support systems and issues facing college students.

Orientation is divided into two different programs. The initial program in June is a comprehensive two-day overnight introduction to the college with an emphasis on placement testing, academic advising and registration for fall classes. Students also have an opportunity to meet with faculty and staff and learn about the resources available at the college. A one-day concurrent
family program provides parents with information about services, support systems and resources for their students.

The second program is prior to the opening of classes in the fall when students are given the opportunity to meet new friends, learn the traditions of Bridgewater and receive assistance with transition to college life. Students have opportunity to sign up for workshops, meet with faculty and staff and participate in small group experiences that are designed to foster relationships and provide them with information to assist them with their first year educational experience.

**Religious Life**
The campus provides opportunities for formal religious study as well as individual participation in worship, bible study and purposeful community service. The Catholic Center and Christian Fellowship contribute to our understanding and appreciation of various religious perspectives.

**Services to Students**
Students face many decisions involving housing, finances, health, work, academic programs, post-undergraduate study and career goals. The Office of Student Affairs provides assistance in making these decisions through personal and career counseling, off- and on-campus housing information, health services, child care center, social activities, advocacy for persons with disabilities and financial aid. The *Bridgewater State College Student Handbook* provides detailed information about these services.

**Children's Center**
The Children's Center provides high quality care and education to preschool aged children. Open from the beginning of the fall semester through the end of Summer Session II, the center offers nine different enrollment options. This model, accredited program is also available for observation, field work, and data collection. The Children's Center is located in the Burnell Campus School, Room 135. For additional information contact the Children's Center at 508-531-1244, www.bridgew.edu/depts/childrencenter or by e-mail childrencenter@bridgew.edu.

**Disability Resources**
Bridgewater State College is committed to making its facilities, services and programs accessible to all students and is in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act.

The Disability Resources Office assists students who are physically challenged, mentally challenged or learning disabled to obtain the services they need to access a quality education. This is done in the following ways: assisting with course registration procedures and accessibility to classrooms; locating readers, notetakers, interpreters, adaptive computing, accessible housing and transportation; assisting in acquiring reasonable accommodations from college faculty and staff; and providing information about the laws, regulations and rights as they pertain to students with disabilities.

The Disability Resources Office will assist in all reasonable ways to provide access to opportunities for a quality educational experience. Students are encouraged to visit the office, located in the Academic Achievement Center on the lower level of the Maxwell Library, if they have any questions, need assistance or have suggestions. Appointments may be scheduled by calling 508-531-2304. Students using a TTY should call 508-531-6113.
UNDERGRADUATE ADMISSIONS

For information about admission to graduate programs, please consult the Graduate and Continuing Education section of this catalog.

Bridgewater State College seeks to admit students who give evidence of intellectual capacity, motivation, character and who have a record of scholastic achievement. An effort is made to attract candidates of diverse academic, economic, racial, religious and geographic backgrounds. The admission requirements and procedures are designed to assist the college to select a freshman class from those applicants who can benefit from the educational opportunities at Bridgewater State College.

Bridgewater State College does not discriminate on the basis of race, sex, sexual orientation, color, religion, age, or national or ethnic origin. In addition, no otherwise qualified handicapped applicant shall, solely by reason of handicap, be excluded from admission.

FRESHMAN ADMISSIONS REQUIREMENTS

APPLICATION FORM
Each candidate should submit the Bridgewater State College application. The form, aside from collecting biographical data, allows the candidate to provide additional information concerning their academic and extracurricular interests. The college will also accept the Common Application as well as other electronically formatted applications. The application is also available on the college's Web site, www.bridgew.edu.

HIGH SCHOOL RECORD
Candidates must request an official transcript of their secondary school record be sent directly to the Office of Admissions. The strength of the applicant’s curriculum, grades, weighted grade point average and class rank as well as the level of competition in the applicant’s high school are taken into consideration.

The secondary program should include the following college preparatory subjects:

- English (a) 4 units
- Mathematics (b) 3 units
- Science (c) 3 units
- History/Social Science (d) 2 units
- Foreign Language (e) 2 units
- Elective Units (f) 2 units
- Related Courses (g) 4 units

a. These must be college preparatory courses in composition and literature, which include the development of reading, writing and comprehension skills.

b. These should be college preparatory courses in such subjects as algebra, geometry, trigonometry, elementary functions and mathematical analysis. A fourth year of mathematics is strongly recommended for students who plan to enter fields such as computer science, management science, mathematics, pre-engineering or the sciences.

c. Two of these courses must include laboratory work.

d. This requirement should include one year of United States history and government.

e. Students are encouraged to elect additional years of foreign language study.

f. Students should choose from additional college preparatory courses in English, mathematics, computer science, foreign language, natural and physical science, visual and performing arts and humanities.

g. Students are encouraged to elect courses that are consistent with their personal, educational and career goals. These courses may include, but are certainly not limited to, such offerings as computer science, business, communications, psychology and sociology.

Students graduating from vocational-technical high schools may substitute vocational-technical vocabulary course work for the foreign language requirement even if foreign language courses are offered in their high schools. Two vocational-technical courses may be used to fulfill the two required electives.
STANDARDIZED TEST SCORES
Candidates for admission to the freshman class must submit the results of the Scholastic Assessment Test (SAT I) or the American College Testing Program (ACT). Candidates should have official score reports forwarded directly from the Educational Testing Program or the American College Testing Program during the academic year in which application is made to the college.

For evaluation according to the provisions of Chapter 344, students with learning disabilities are expected to submit verification from their guidance office. In most cases, a copy of the student’s current Individualized Educational Plan (IEP) is the appropriate verifying document. More specific documentation may be required for academic advising and special services when students enroll.

Chapter 344, Section 19 of the 1983 Acts and Resolves of the Commonwealth of Massachusetts states that: “No resident of the Commonwealth who has been diagnosed as being developmentally disabled, including but not limited to, having dyslexia or other specific language disabilities, by any evaluation procedure prescribed by chapter seventy-one, B, or equivalent testing, shall be required to take any standardized college entrance aptitude test to gain admittance to any public institution of higher education in the Commonwealth. Admission shall be determined by all other relevant factors excluding standardized achievement testing.”

Candidates who graduated from high school three or more years prior to their planned entrance date are exempt from the standardized testing requirement.

FRESHMAN ADMISSIONS REVIEW
Freshman admission to Bridgewater State College is selective. The Massachusetts Board of Higher Education has established minimum admission standards that require candidates to earn a “B” average for the required high school units mentioned above. Students whose average falls below this requirement can also meet the standard by the use of a sliding scale that begins with compensating SAT scores above 920, or an ACT composite score above 19. No student can be admitted whose high school grade point average falls below “C”. Detailed information about the BHE admissions standards can be found on their Web site, www.mass.edu. Admissions decisions at Bridgewater are based upon the strength of the candidate’s academic profile as compared to the pool of applicants. Generally, over 6,000 applications are reviewed for a freshman class of 1,250.

Since Bridgewater seeks students who will contribute to the college in a variety of ways, other factors are considered in the admissions decision. These include demonstrated leadership, participation in extracurricular activities, motivation, maturity and special aptitudes and talents. Letters of recommendation and any additional supporting information a candidate wishes to submit are welcomed and encouraged.

Special consideration is given to applicants out of high school for three years or more, students from educationally disadvantaged environments, working adults, and candidates who exhibit exceptional potential.

Interviews are not required. Students are encouraged to attend one of the many group information sessions offered throughout the year. Dates, times and a telephone reservation number are available in the Viewbook or on the college Web site, www.bridgew.edu.

Additional information concerning admission procedures, application fees, standardized testing requirements for admission, notification date and deferred enrollment may be found in the Viewbook. Copies may be obtained from the Office of Admissions – Gates House, Bridgewater State College, Bridgewater, MA 02325.

TRANSFER ADMISSIONS REQUIREMENTS
Bridgewater State College welcomes applications from qualified transfer students. To qualify for transfer admission, a student must have earned 12 semester hours of transferable credit; otherwise the applicant is considered under freshman admission requirements.

Transfer applicants will be evaluated on the basis of their previous college work and must request an official transcript to be sent from each college or university attended. Transfer applicants who have earned less than 24 transferable credits must also submit an official high school transcript and standardized testing results.

It is expected that candidates for transfer admission will be in good standing at the last institution attended and will have earned a cumulative grade point average of 2.2 or higher on a 4.0 scale. Students transferring less
than 24 semester hours of credit must present a minimum cumulative grade point average of 2.5 on a 4.0 scale. Special consideration may be granted for exceptional high school performance, evidence of maturity and motivation, or other extenuating circumstances and will be handled on an individual basis. Please note that these are minimum eligibility requirements and do not guarantee admission to the college or to a specific degree program.

Transfer credit toward the degree will be granted for course work completed at other accredited institutions of higher education. A minimum grade of C- is required for credit transfer. Courses that do not have a direct equivalent at Bridgewater State College may be counted as fulfilling elective requirements in the curriculum. Transfer students are required to fulfill the same degree requirements as any other student; however, any student who has completed the general education requirements of one of the other Massachusetts State Colleges will not be subject to additional general education requirements at Bridgewater State College. One half of the required courses in major and minor fields must be completed at Bridgewater State College. Students transferring from an accredited two-year institution are limited to 69 hours of transfer credit toward the degree.

JOINT ADMISSIONS PROGRAM
Bridgewater State College participates with the Massachusetts Community Colleges, Dean College, and Quincy College in Joint Admissions. This program guarantees admission to Bridgewater for transfers from participating institutions who are enrolled in pre-approved programs of study, providing the associate degree is completed. Joint Admission students must maintain a cumulative grade point average at the two-year college of 2.5 or better to be eligible.

Transfers indicate their desire to participate in Joint Admissions by contacting either the Admissions Office or Transfer Office at their community college. A written application for Joint Admissions can be filed upon enrollment at the two-year participating institution. One semester prior to their planned enrollment at Bridgewater, Joint Admission students must file an Intent to Enroll form in lieu of a regular Bridgewater application. This form is available from the Transfer Counselor at the participating colleges or the Office of Admissions at Bridgewater. To complete the review process, an official transcript of all college work completed to date at any prior institution(s) and the community college must be requested by the applicant. Bridgewater’s Joint Admissions deadlines are November 1 for spring and March 1 for fall.

COMMONWEALTH TRANSFER COMPACT
For students transferring from Massachusetts community colleges to Bridgewater State College (Effective January, 1990)

I. Requirements for Transfer Compact Status
A student shall be eligible for transfer compact status if he or she has met the following requirements:

a. Completed an associate’s degree with a minimum of 60 hours exclusive of developmental course work.

b. Achieved a cumulative grade point average of not less than 2.0 (in a 4.0 system) at the community college awarding the degree. This is merely a minimum grade point average and by no means guarantees admission.

c. Completed the following minimum general education core, exclusive of developmental course work:

- English Composition/Writing 6 credit hours
- Behavioral and Social Science 9 credit hours
- Humanities and Fine Arts 9 credit hours
- Natural or Physical Science 8 credit hours
- Mathematics 3 credit hours

The community college from which the student is applying is responsible for identifying on the transcript of the candidate that the student has fulfilled the compact specifications.

II. Credits to be Transferred
The 35 credits in general education courses specified in section I will be applied toward the fulfillment of the Bridgewater State College general education requirements.

A minimum of 25 additional credits will be accepted as transfer credits. These credits may be transferred as free electives, toward any additional general education requirements, toward the student’s major, or any combination, as Bridgewater State College deems appropriate.
Only college-level course credits consistent with the recommended standards set forth in the Undergraduate Experience publication are included under this compact. Credits awarded by the sending institution through CLEP, challenge examinations and other life experience evaluations for course credit may be included when the community college certifies that a student qualifies under this compact.

III. Credits Beyond the Associate’s Degree
To complete the baccalaureate degree, a student who transfers under this compact may be required to take no more than 68 additional credits unless:

a. The student changes his or her program upon entering Bridgewater, or

b. The combination of additional general education requirements, if any, and the requirements of the student’s major at the receiving institution total more than 68 credits.

Under these circumstances, transfer students will be subject to the same requirements as students who began their undergraduate education at Bridgewater.

IV. Admission to Competitive Majors or Programs
If because of space or fiscal limitations the receiving institution does not admit all qualified applicants to a given major or program, the receiving institution will use the same criteria for applicants who are transfer students under this compact as it does for its native students.

V. Student Appeals
A student who believes that the provisions of this compact have not been applied fairly has the right to appeal.

Initially, differences of interpretation regarding the award of transfer credit shall be resolved between the student and the receiving institution. If a difference remains unresolved, the student shall present his evaluation of the situation to the institution from which the student is transferring. Representatives from the two institutions shall then have the opportunity to resolve the differences.

Absent a satisfactory resolution, differences of interpretation may be presented to the State-wide Transfer Coordinating Committee.

Decision and Notification Dates

Early Action Program
Freshman candidates may apply under the Early Action Program. Candidates need to have fulfilled the standardized testing requirements on or before the November test date and will need to have their application complete and transcripts on file in the Office of Admissions by November 16.

Early Action applicants are notified by mid-December. The college either 1) offers admission, 2) denies admission, or 3) defers admission and reviews the application again during the regular admissions cycle. A student offered admission under the Early Action Program has until the May 1 Candidates Reply Date to respond to the college’s offer.

Regular Freshman Admissions
Freshman applicants for the fall semester must submit their completed application by February 15. Candidates are notified of the Admissions Committee decision by April 15. A limited number of freshmen candidates are accepted for the spring semester each year. The application deadline is November 1.

Transfer Admissions
Transfer applications should be filed by April 1 for September admission or by November 1 for January admission.

Notification for transfer candidates is done on a rolling basis as the application file becomes complete. Notification for September admission begins in March.

Note: The college reserves the right to close admissions at any time.

Readmission
Students who withdrew from Bridgewater State College in good standing, and who wish to be reinstated, must file an application with the Registrar’s Office. This process must be completed by November 1 for the spring semester and by May 1 for the fall semester. Because of enrollment constraints, students who submit applications after the November 1 and May 1 deadlines cannot be guaranteed reinstatement for the subsequent semester.

All students separated from the college for academic reasons must file the official application form with the Office of Admissions by the dates listed above. It is recommended that students in this category present
evidence of the successful completion of at least 12-15 semester hours of collegiate study at another institution of higher education. Transfer credit will be awarded according to established policy. The grade point average achieved at separation will be resumed after readmission. Any undergraduate student academically dismissed for the second time can only apply for readmission after a three-year period.

OUTREACH
The OUTREACH Program at Bridgewater State College was established in 1978 to assist adults who are beginning their college experience for the first time or are returning to school after a period of absence. From the initial inquiry about entering the college through graduation, the OUTREACH office is the primary contact source for all adults on campus.

During the adult student’s educational career, the OUTREACH program provides academic advising and academic program development, initiates programs and policies to help the adult learner enjoy success, serves as a liaison for students with faculty and administration when appropriate and is the primary agent in assisting adults with all college concerns.

INTERNATIONAL ADMISSIONS
International students who wish to apply for admission to the college should address a letter of inquiry to the Office of Admissions indicating their educational background and intended area of study. Eligible candidates will be mailed a special international student admission application and asked to submit official transcripts and credentials. Students for whom English is a second language will be required to submit an official copy of results from the “Test of English as a Foreign Language” (TOEFL), unless they have at least two years experience in an American College or University.

Documentation of financial support resources is required.

All students applying as freshmen are required, in addition to TOFEL, to submit official results of the SATI examination.

During the initial orientation/registration period, international students’ TOEFL examination records and academic transcripts will be evaluated for placement in 1) appropriate English as a Second Language courses offered through the Department of Foreign Languages, and 2) in writing courses offered through the English Department. In addition to the above-mentioned mandatory records, other institutional placement exams may be required. Candidates should begin the application procedure no less than nine months in advance of the expected date of admission.

PROGRAM FOR REGISTERED NURSES
Provisions have been made for graduates of three-year diploma schools of nursing to complete programs leading to degrees in any of the academic majors being offered at the college.

While encouraging registered nurses to pursue degree work for personal enrichment, the college supports the guidelines of the National League of Nursing for the professional education of nurses. These guidelines caution nurses whose career goals include the opportunity to assume supervisory and/or teaching responsibilities in the field of nursing, that degree programs to be pursued should be taken only at those institutions which offer degrees in nursing education.

Through this special admissions program, students accepted to the college are granted 60 credit hours for their school or nursing work. Where applicable, these credits may be used to meet general education, major or elective requirements. As with all others transferring into the college, registered nurses are expected to meet the same degree requirements as outlined in the Undergraduate Academic Policies section of this catalog.

NEW ENGLAND REGIONAL STUDENT PROGRAM
Bridgewater State College participates in the New England Regional Student Program. The program is administered by the New England Board of Higher Education and is designed to permit qualified New England residents to study at the in-state tuition rate plus surcharge tuition in certain programs at Bridgewater State College.

Information about the program can be obtained from the Bridgewater State College Admissions Office.

ADVANCED STANDING
Advanced standing with college credit is granted to entering students who have demonstrated college-level proficiency through established procedures.
Advanced Placement Program
Bridgewater State College participates in the Advanced Placement Program of the College Board, providing academic credit for students qualified for advanced placement standing. Those interested should take the College Board Advanced Placement tests and have the results submitted to the Office of Admissions for evaluation. Students scoring three, four or five receive placement and credit from the college.

College-Level Examination Program (CLEP)
Bridgewater State College encourages able students to seek advanced standing through one or more of the CLEP examinations described below. Credit is awarded for scores at the 50th percentile or above. Please note that foreign language percentiles are slightly higher.

CLEP credit may not be awarded if equivalent college level course work has been completed either prior to, or later than, the comparable CLEP examination.

Students may arrange to take the CLEP Examination at any of the national test centers, including Bridgewater State College. Those students interested in taking the exams at Bridgewater should contact the Test Center, Office of Graduate and Continuing Education at (508) 531-1780.

There are two types of CLEP Examinations: the General Examinations and the Subject Examinations. Both measure factual knowledge and understanding, as well as the ability to see relationships and apply basic principles to new problems. The examinations are not based on courses given at Bridgewater State College but on typical courses in a variety of colleges throughout the country.

There are five General Examinations which can be applied toward the General Education Requirements at Bridgewater as follows:

<table>
<thead>
<tr>
<th>General Examinations</th>
<th>Credit Allowed</th>
<th>Area of Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition*</td>
<td>3</td>
<td>Writing I (EN 101)</td>
</tr>
<tr>
<td>English Composition with essay</td>
<td>6</td>
<td>Writing I and II (EN 101, 102)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
<td>Mathematics (MA 100, 105)</td>
</tr>
</tbody>
</table>

The subject examinations are comparable to the final or end-of-course examinations in particular undergraduate courses. The following subject examinations are offered:

Composition and Credit Allowed

**Literature**
American Literature (EN 231, 232) ........................................... 6
Analysis and Interpretation of Literature ............................. 6
English Literature (EN 221, 222) ........................................... 6
Freshman English* .................................................................. 6

* Bridgewater requires a supplementary essay to be taken at the college.

**Foreign Languages**
College French — Levels 1 and 2 (LF 101, 102, 151, 152) .................. 3 - 12
College German — Levels 1 and 2 (LG 101, 102, 151, 252) ............... 3 - 12
College Spanish — Levels 1 and 2 (LS 101, 102, 151, 252) ............... 3 - 12

**Behavioral Sciences, Social Sciences and History**
American Government (PO 172) ...................................................... 3
American History I: Early Colonizations to 1877 (HI 221) ............ 3
American History II: 1865 to the Present (HI 222) ....................... 3
Introductory Psychology (PY 100) ................................................. 3
Human Growth and Development (PY 224) .................................... 3
Principles of Microeconomics (EC 101) ....................................... 3
Principles of Macroeconomics (EC 102) ....................................... 3
Introductory Sociology (SO 102) .................................................. 3
Western Civilization I: Ancient Near East to 1648 (HI 111) .......... 3
Western Civilization II: 1648 to the Present (HI 112) .................. 3

**Science and Mathematics**
Calculus with Elementary Functions (MA 141, 142) ....................... 6
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>College Algebra — Trigonometry (MA 100)</td>
<td>3</td>
</tr>
<tr>
<td>General Biology (BI 100, 102)</td>
<td>6</td>
</tr>
<tr>
<td>General Chemistry (CH 131, 132)</td>
<td>6</td>
</tr>
</tbody>
</table>

**Business**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Systems and Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Management (MG 130)</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Accounting (AF 240, 241)</td>
<td>6</td>
</tr>
<tr>
<td>Introductory Business Law (AF 305)</td>
<td>3</td>
</tr>
<tr>
<td>Marketing (MG 200)</td>
<td>3</td>
</tr>
</tbody>
</table>

Credit decisions are adjusted on the basis of total score in relation to prior years of study.

**SECOND DEGREE OPTION**

On a limited basis, students who have previously earned a bachelor’s degree may be eligible to pursue a second undergraduate degree at Bridgewater. This may be done only when the College does not offer a graduate degree program in that new discipline or the candidate lacks sufficient academic background in the new field.

Interested students are advised to discuss their career plans first with the chairperson of the relevant major department. Upon the chairperson’s recommendation for additional undergraduate preparation, students should contact the Office of Admissions at 508-531-1237 for specific admission procedures. Please note that second bachelor degree candidates are subject to transfer admission deadlines of November 1 for spring entrance and April 1 for fall entrance.
**TUITION AND FEES**

**APPLICATION FEES**
A nonrefundable undergraduate application and processing fee of $25 is required of all students applying for admission. Upon acceptance, an advance tuition deposit of $100 must be submitted by May 1st for commuter students accepted for the fall semester. Students accepted with on-campus housing must also submit a $150 residence hall deposit. The tuition deposit is non-refundable.

All new students will be assessed an orientation fee upon entering the college. For students entering in the fall semester, this orientation fee will be $120 for freshmen and $60 for transfers and readmitted students. For the spring semester, the orientation fee is $60 for all students.

**TUITION AND FEES 2002-2003 ACADEMIC YEAR**

**Daytime Course Charges**
Full-time undergraduate students who are Massachusetts residents pay approximately $910.00 per year in tuition and $2,825.00 in required fees. Students residing on campus are charged between $2,850.00 and $4,600.00 per year, depending on the facility occupied. Board for resident students is approximately $2,288.00 per year. Please note that all figures are subject to change.

For a breakdown of these costs, please see “Semester Tuition and Fees” in the following pages. It should be noted this schedule is subject to change. Tuition and fees for the 2003-2004 academic year were not determined as of publication of this catalog. Published tuition and fees are for the 2002-2003 academic year.

**Evening Course Charges**
Students enrolled in evening courses will be charged all tuition and fees associated with the cost to provide the evening programs. Evening tuition is charged at $43.00 per course credit with no credit hour maximum. Evening fees will be charged at $116.00 per credit hour with no credit hour maximum. Full-time undergraduate students who are Massachusetts residents taking 12 credit hours for evening courses pay approximately $1,032.00 per year in tuition and $2,784.00 in required fees. Students residing on campus are charged between $2,850.00 and $4,600.00 per year, depending on the facility occupied. Board for resident students is approximately $2,288.00 per year.

Please note that all figures are subject to change. For a breakdown of these costs, please see “Semester Tuition and Fees” in the following pages. It should be noted this schedule is subject to change. Tuition and fees for the 2003-2004 academic year were not determined as of publication of this catalog. Published tuition and fees are for the 2002-2003 academic year.

Please see below for special accommodations for evening student transactions with Bridgewater State College.

**Billing and Fee Payment**
Students are billed through the Office of Student Accounts twice annually, in July and November, prior to the start of each semester. Bills are sent to students at their permanent addresses as maintained in the Registrar’s Office. It is critical to notify the office immediately if your permanent address changes. Please visit the Registrar’s Office, Boyden Hall, Room 003, or print the Change of Address Form found at www.bridgew.edu. Bills must be returned and postmarked by the due date indicated on the bill to avoid cancellation of the student’s course schedule. In an effort to aid our students with their tuition payments, we have made important changes regarding your student statement. Due to federal regulations, the signed certificates (the remittance portion of your statement) must be received by Bridgewater State College. A Guide to Your Student Accounts Bill is sent to students with their first bill. See the Web page at www.bridgew.edu.depts/fiscal/stuaccj.htm for the latest information on billing and payment procedures. Payment may be made by the following methods:
1. Check or money order payable to Bridgewater State College mailed to our lock box facility as printed on the portion of the bill you return in the return envelope provided.
2. MasterCard, Visa or Discover by providing your credit card number and expiration date:
   a. call our cashiers at (508) 531-1225,
   b. Web: Select the Account Summary/Credit Card Payment link via your InfoBear account,
   c. e-mail this information to your student representative at first initial, last name @bridgew.edu (i.e. jsmith@bridgew.edu for Jane Smith); if you are unsure of your student representative’s name, please call the number listed above or visit the Web site listed above or
d. fax this information to (508) 531-6163.
3. Financial aid may be used to pay your tuition, fees, room, board, books, as well as flex points or dining points on your Connect Card.
   a. Students who have received an award letter from the Financial Aid Office may claim the award specifically designated for the semester. The amount to be claimed must be indicated on the bill and must be signed and returned by the due date to avoid cancellation of your course schedule.
   b. Students wishing to claim credit for financial assistance from sources other than the Bridgewater State College Financial Aid Office (outside scholarships, waivers, loans, etc.) must do so by indicating the amount of assistance on the bill. Official documentation verifying the assistance must be enclosed with the bill, which must be returned by the due date or your course schedule will be cancelled.
   c. Flex points may be used for laundry, vending, bookstore items, and food services at any location on campus which accepts the Connect Card. For more information on the Connect Card please see www.bridgew.edu/PSCC/ConnectCard.htm or call (508) 531-2897.

For your convenience there is a 24 hour drop box located in Boyden Hall on the first floor outside the Student Accounts Office for your payments and signed bills. In addition, the Student Accounts Office is open evening hours the first two weeks of each semester Monday through Thursday 8 AM until 7 PM.

Students who take credits in excess of 118% of required credit hours for degree completion will be assessed a surcharge of $235 per credit hour for these credits. For example, students enrolled in baccalaureate programs may take up to 142 credits (118% of 120 minimum required credits) at no additional charge. Any credits taken in excess of 142 will be subject to the $235 per credit hour surcharge. In determining accumulated credit hours, students should exclude from their total any credits transferred in from other institutions.

Senior Citizens
Tuition and ½ fees in the day and/or ½ tuition and ½ fees for courses 4 PM or after are waived to any person 60 years of age or older. The person must pay ½ fees and bring proof of age to the Registrar's Office to be eligible.

---

SGA (Student Government Association) Fee
This fee is charged to all matriculated undergraduate students attending classes.
Less than 12 semester hours .................................. $12.00
12 semester hours or more .................................. $24.00

Other Fees
Late Registration Fee (nonrefundable) .................. $25.00
Health Insurance Fee (waivable) .................. $775.00
Parking Decal Fee (waivable) 9 credits or less ..... $50.00
10 credits or more .................................. $100.00
Hospitalization/Major Medical coverage for all students carrying nine credits or more is required by Massachusetts state law. A Student Health Insurance brochure can be obtained from the Office of Student Accounts (508) 531-1225 or the Office of Health Services (508) 531-1252. If a student is covered under a similar plan and wishes to waive the coverage, he/she must complete a waiver form which will be mailed along with your bill and return it to the Office of Health Services prior to payment of your bill. Failure to do so will leave an outstanding balance due on the student's bill.
Full Year .................................................... $775.00
Spring ....................................................... $454.00
Distance Learning Fee (interactive video conferencing courses, telecourses, teleweb courses and video courses) .................. $20.00
Official Transcript Charge (per copy with 2-5 working days to process) .................. $2.00
On the Spot Official Transcript Charge .................. $5.00

---

Semester Residence Hall and Dining Charges

Room
Traditional Resident (Pope, Scott, Woodward, Shea/Durgin Halls) .................. $1,425.00
Student Apartments .................. $1,650.00
Residence Hall (DiNardo/Miles) .................. $1,600.00
Mandatory Residential Activity Fee .................. $10.00

Dining
10-Meal .................................. $1,136.00
14-Meal .................................. $1,162.00
19-Meal .................................. $1,189.00
10-Meal plus 50 Dining Dollars ............. $1,181.00
14-Meal plus 50 Dining Dollars ............. $1,207.00
19-Meal plus 50 Dining Dollars ............. $1,234.00
All Dining Dollars Plan .................. $1,136.00
# Tuition and Fees

## Spring Semester Tuition and Fees - 2003
**MASSACHUSETTS RESIDENT**

<table>
<thead>
<tr>
<th>Credits</th>
<th>UNDERGRADUATE DAY</th>
<th>UNDERGRADUATE EVENING</th>
<th>GRADUATE DAY</th>
<th>GRADUATE EVENING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tuition</td>
<td>Fees</td>
<td>Total</td>
<td>Tuition</td>
</tr>
<tr>
<td>1</td>
<td>38.00</td>
<td>116.00</td>
<td>154.00</td>
<td>43.00</td>
</tr>
<tr>
<td>2</td>
<td>76.00</td>
<td>232.00</td>
<td>308.00</td>
<td>86.00</td>
</tr>
<tr>
<td>3</td>
<td>114.00</td>
<td>348.00</td>
<td>462.00</td>
<td>129.00</td>
</tr>
<tr>
<td>4</td>
<td>152.00</td>
<td>464.00</td>
<td>616.00</td>
<td>172.00</td>
</tr>
<tr>
<td>5</td>
<td>190.00</td>
<td>580.00</td>
<td>770.00</td>
<td>215.00</td>
</tr>
<tr>
<td>6</td>
<td>228.00</td>
<td>696.00</td>
<td>924.00</td>
<td>258.00</td>
</tr>
<tr>
<td>7</td>
<td>266.00</td>
<td>812.00</td>
<td>1,078.00</td>
<td>301.00</td>
</tr>
<tr>
<td>8</td>
<td>304.00</td>
<td>928.00</td>
<td>1,232.00</td>
<td>344.00</td>
</tr>
<tr>
<td>9</td>
<td>342.00</td>
<td>1,044.00</td>
<td>1,386.00</td>
<td>387.00</td>
</tr>
<tr>
<td>10</td>
<td>380.00</td>
<td>1,160.00</td>
<td>1,540.00</td>
<td>430.00</td>
</tr>
<tr>
<td>11</td>
<td>418.00</td>
<td>1,276.00</td>
<td>1,694.00</td>
<td>473.00</td>
</tr>
<tr>
<td>12</td>
<td>455.00</td>
<td>1,388.50</td>
<td>1,843.50</td>
<td>516.00</td>
</tr>
<tr>
<td>13</td>
<td>455.00</td>
<td>1,388.50</td>
<td>1,843.50</td>
<td>559.00</td>
</tr>
<tr>
<td>14</td>
<td>455.00</td>
<td>1,388.50</td>
<td>1,843.50</td>
<td>602.00</td>
</tr>
<tr>
<td>15</td>
<td>455.00</td>
<td>1,388.50</td>
<td>1,843.50</td>
<td>645.00</td>
</tr>
</tbody>
</table>

### ADDITIONAL FEES

- SGA 12 Credits or More (Student Gov. Assoc.): $24.00
- SGA Less than 12 Credits (Student Gov. Assoc.): $12.00
- Late Registration Fee (nonrefundable): $25.00
- Official Transcript Charge (per copy): $2.00
- Official On-the-Spot Transcript Charge: $5.00
- Health Insurance (waivable): $856.00
- Parking Decal (waivable): 8 credits or less: $50.00
- Parking Decal (waivable): 9 credits or more: $100.00

### RESIDENCE HALL CHARGES

- **ROOM**
  - Shea/Durgin Woodward: $1,425.00
  - Student Apartments: $1,650.00
  - DiNardo/Miles Halls: $1,600.00
  - East Hall: Single: $2,300.00
  - East Hall: Double: $2,150.00
  - Pope Hall and Scott Hall: $1,425.00
  - Residential Activity Fee: $10.00
  - ResNet Program Fee: $145.00

### DINING CHARGES

- **DINING PLAN**
  - 10-Meal: $1,092.00
  - 14-Meal: $1,117.00
  - 19-Meal: $1,143.00
  - 10-Meal: $1,137.00
  - 14-Meal: $1,162.00
  - 19-Meal: $1,188.00
  - All Dining: $1,136.00

### ORIENTATION FEE

- Class Status: Cost
  - 1st Time Fall Semester Freshman: $120.00
  - 1st Time Spring Semester Freshman: $60.00
  - 1st Time Transfer Student: $60.00
## Spring Semester Tuition and Fees – 2003
### NON-MASSACHUSETTS RESIDENT

<table>
<thead>
<tr>
<th>Credits</th>
<th>UNDERGRADUATE DAY</th>
<th>UNDERGRADUATE EVENING</th>
<th>GRADUATE DAY</th>
<th>GRADUATE EVENING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tuition</td>
<td>Fees</td>
<td>Total</td>
<td>Tuition</td>
</tr>
<tr>
<td>1</td>
<td>294.00</td>
<td>116.00</td>
<td>410.00</td>
<td>43.00</td>
</tr>
<tr>
<td>2</td>
<td>588.00</td>
<td>232.00</td>
<td>820.00</td>
<td>86.00</td>
</tr>
<tr>
<td>3</td>
<td>882.00</td>
<td>348.00</td>
<td>1,230.00</td>
<td>129.00</td>
</tr>
<tr>
<td>4</td>
<td>1,176.00</td>
<td>464.00</td>
<td>1,640.00</td>
<td>172.00</td>
</tr>
<tr>
<td>5</td>
<td>1,470.00</td>
<td>580.00</td>
<td>2,050.00</td>
<td>215.00</td>
</tr>
<tr>
<td>6</td>
<td>1,764.00</td>
<td>696.00</td>
<td>2,460.00</td>
<td>258.00</td>
</tr>
<tr>
<td>7</td>
<td>2,058.00</td>
<td>812.00</td>
<td>2,870.00</td>
<td>301.00</td>
</tr>
<tr>
<td>8</td>
<td>2,352.00</td>
<td>928.00</td>
<td>3,280.00</td>
<td>344.00</td>
</tr>
<tr>
<td>9</td>
<td>2,646.00</td>
<td>1,044.00</td>
<td>3,690.00</td>
<td>387.00</td>
</tr>
<tr>
<td>10</td>
<td>2,940.00</td>
<td>1,160.00</td>
<td>4,100.00</td>
<td>430.00</td>
</tr>
<tr>
<td>11</td>
<td>3,234.00</td>
<td>1,276.00</td>
<td>4,510.00</td>
<td>473.00</td>
</tr>
<tr>
<td>12</td>
<td>3,525.00</td>
<td>1,388.50</td>
<td>4,913.50</td>
<td>516.00</td>
</tr>
<tr>
<td>13</td>
<td>3,525.00</td>
<td>1,388.50</td>
<td>4,913.50</td>
<td>559.00</td>
</tr>
<tr>
<td>14</td>
<td>3,525.00</td>
<td>1,388.50</td>
<td>4,913.50</td>
<td>602.00</td>
</tr>
<tr>
<td>15</td>
<td>3,525.00</td>
<td>1,388.50</td>
<td>4,913.50</td>
<td>645.00</td>
</tr>
</tbody>
</table>

### ADDITIONAL FEES
- SGA 12 Credits or More (Student Gov. Assoc.) $24.00
- SGA Less than 12 Credits (Student Gov. Assoc.) $12.00
- Late Registration Fee (nonrefundable) $25.00
- Official Transcript Charge (per copy) $2.00
- Official On-the-Spot Transcript Charge $5.00
- Health Insurance (waivable) $856.00
- Parking Decal (waivable) 8 credits or less $50.00
- Parking Decal (waivable) 9 credits or more $100.00

### RESIDENCE HALL CHARGES
<table>
<thead>
<tr>
<th>ROOM</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shea/Durgin Woodward</td>
<td>$1,425.00</td>
</tr>
<tr>
<td>Student Apartments</td>
<td>$1,650.00</td>
</tr>
<tr>
<td>DiNardo/Miles Halls</td>
<td>$1,600.00</td>
</tr>
<tr>
<td>East Hall: Single Double</td>
<td>$2,300.00</td>
</tr>
<tr>
<td></td>
<td>$2,150.00</td>
</tr>
<tr>
<td>Pope Hall and Scott Hall</td>
<td>$1,425.00</td>
</tr>
<tr>
<td>Residential Activity Fee</td>
<td>$10.00</td>
</tr>
<tr>
<td>ResNet Program Fee</td>
<td>$145.00</td>
</tr>
</tbody>
</table>

### DINING CHARGES
<table>
<thead>
<tr>
<th>DINING PLAN</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-Meal</td>
<td>$1,136.00</td>
</tr>
<tr>
<td>14-Meal</td>
<td>$1,162.00</td>
</tr>
<tr>
<td>19-Meal</td>
<td>$1,189.00</td>
</tr>
<tr>
<td>10-Meal Dining $$</td>
<td>$1,181.00</td>
</tr>
<tr>
<td>14-Meal Dining $$</td>
<td>$1,207.00</td>
</tr>
<tr>
<td>19-Meal Dining $$</td>
<td>$1,188.00</td>
</tr>
<tr>
<td>All Dining $$</td>
<td>$1,136.00</td>
</tr>
</tbody>
</table>

### ORIENTATION FEE
<table>
<thead>
<tr>
<th>CLASS STATUS</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Time Fall Semester Freshman</td>
<td>$120.00</td>
</tr>
<tr>
<td>1st Time Spring Semester Freshman</td>
<td>$60.00</td>
</tr>
<tr>
<td>1st Time Transfer Student</td>
<td>$60.00</td>
</tr>
</tbody>
</table>
**Tuition Management Plan**

In order to assist students in financing their education, the college has contracted exclusively with Tuition Management Systems. This company's plan offers a low cost, flexible system for financing educational expenses out of current income through regularly scheduled payments over a 10-month period. For information call Tuition Management Systems, 1-800-722-4867, or refer to the Tuition Management Systems Web site [www.afford.com](http://www.afford.com).

**Refund Policy**

Applicability: The refund policy applies to all full-time and part-time students enrolled in regularly scheduled classes at Bridgewater State College. This policy applies to all tuition, room, board, fees and other assessed charges (except housing deposit, application fees and health insurance when applicable). Charges are subject to change by the action of the Board of Higher Education.

Notification Requirements:

All undergraduate matriculated (degree seeking) students who withdraw from school must communicate that withdrawal in writing through the Academic Achievement Center.

All graduate matriculated (degree seeking) students who withdraw from school (program) must communicate that withdrawal in writing through the Graduate School.

All withdrawals from courses must be communicated by the student in writing through the Registrar's Office.

Non-attendance at class does not constitute official withdrawal and will result in a failing grade. Students are responsible for all course charges except when an official withdrawal from college form is on file.

- Bridgewater State College official refund policy:

  - Withdrawal before the 1st day of school (official opening) ........................................ 100%
  - Withdrawal before the beginning of the 2nd week of school ........................................ 90%
  - Withdrawal from the 2nd week but before the beginning of the 3rd week .......................... 80%
  - Withdrawal from the 3rd week but before the beginning of the 4th week .......................... 70%
  - There is no refund after the 3rd week.

Withdrawals from Summer Session courses are prorated on a basis of class meetings rather than weeks.

**Return of Financial Aid Policy**

Students who receive financial aid and withdraw from the college during the semester may not be eligible for their entire financial aid award. A revised financial aid award notice will be mailed to students once awards have been adjusted. Bridgewater State College must return federal and state grants, loans and scholarships to the federal or state government based on the student's length of enrollment. The student may retain only a pro-rated portion of the federal and state aid awarded based on the length of the term and the student's withdrawal date. The remainder of the student's financial aid must be returned by BSC to the Department of Education or Commonwealth of Massachusetts. If the student received a cash disbursement of aid, he or she may owe a repayment to BSC or to the federal government.

The Return of Title IV Funds requirement remains in effect until the 60% point of the semester, November 6, 2002, for the fall semester, April 2, 2003, for the spring semester. After those dates the student may retain all financial aid.

Bridgewater State College uses the Federal Return of Title IV Funds formula and dates to calculate the amount of institutional scholarship/grant funds a withdrawn student may retain.

*It is very possible that a student who receives financial aid and withdraws during the Return of Title IV funds period will owe a balance to the BSC Student Accounts Office and may be required to repay funds to the U.S. Department of Education.*

All undergraduate, matriculated (degree seeking) students who withdraw from school must notify, in writing, both the Academic Achievement Center and the Financial Aid Office.

All graduate, matriculated (degree seeking) students who withdraw from school (program) must notify, in writing, both the Graduate School and the Financial Aid Office.

**Note:** Federal, State or Institutional regulations, and/or action by the Board of Higher Education may necessitate revision to the above Return of Financial Aid Policy.
FINANCIAL AID

The mission of the Financial Aid Office at Bridgewater State College is to assist students and parents in financing their pursuit for higher education. The main goal of the Financial Aid Office is to ensure access for all who desire an education.

Financial aid award packages may be comprised of a combination of resources such as grant, scholarship, tuition reduction and self help programs like the Federal Ford Direct Loan Program and Federal Work Study Program. The packaging of an award offer is always dependent on the availability of funds from the state and federal governments. Awarding of funds is based on the “need” determined from the analysis derived from the Free Application for Federal Student Aid (FAFSA) or the Renewal Application.

Simply stated, need is the difference between the total expenses of attending Bridgewater State College (including not only tuition and fees, but also estimated costs of books, room, board, transportation and personal expenses) and the estimated family contribution obtained from the FAFSA analysis. For example:

\[
\text{TOTAL EXPENSES} - \text{FAMILY CONTRIBUTION} = \text{FINANCIAL NEED}
\]

All Students who wish to participate in federal, state or campus based financial aid programs must complete the Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA. Both applications are available online at www.fafsa.ed.gov. The FAFSA software is simple, easy to use and is the fastest way to apply. The entire process can be completed electronically when both the student and parent apply for a Personal Identification Number (PIN), which allows the family to sign the FAFSA electronically.

For those who prefer, the paper version of the FAFSA can be obtained from a high school guidance office or may be picked up at the Financial Aid Office located in Tillinghast Hall. The federal government sends renewal applications to students who filed the paper FAFSA in 2002-03. It is anticipated that processing paper FAFSAs may take up to four weeks. The Financial Aid Office strongly encourages families to file early, and to file on line whenever possible.

To receive priority consideration for financial aid funds, the federal government must receive the completed FAFSA by March 1, 2003 (not postmarked). Electronic applications are considered received when you click “SUBMIT” at the end of the application process from your computer. Applicants should print a copy of their confirmation when applying on line.

Applications for financial aid are accepted after the March 1, 2003 priority date, but awards will be made on a funds available basis. Applications for students enrolling for the spring semester are accepted on a rolling basis and on a funds available basis.

Students must reapply for financial aid each year they attend the college. The same application procedure will apply. Although the amount and type of aid offered may change due to funding availability and the dictates of program guidelines, an applicant will continue to be eligible as long as financial need is demonstrated and the student maintains satisfactory academic progress. Please see the section on Satisfactory Academic Progress and Student Financial Aid.

The college has strict guidelines regarding refunds of tuition and the distribution of financial aid funds for students who withdraw from the institution. Please refer to the refund section in this catalog.

Financial aid is available for study abroad. Contact the Financial Aid Office for details of funds available for study abroad and application procedures.
<table>
<thead>
<tr>
<th>BSC BRIDGEWATER STATE COLLEGE — FINANCIAL AID PROGRAM SUMMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2003-2004</strong></td>
</tr>
<tr>
<td><strong>RESIDENCY STATUS</strong></td>
</tr>
<tr>
<td>Federal Pell Grant</td>
</tr>
<tr>
<td>Federal Work Study</td>
</tr>
<tr>
<td>Federal Supplemental Educational Opportunity Grant</td>
</tr>
<tr>
<td>B.S.C. Tuition Waiver</td>
</tr>
<tr>
<td>B.S.C. Tuition Grant</td>
</tr>
<tr>
<td>B.S.C. Fee Grant</td>
</tr>
<tr>
<td>Mass. Grant</td>
</tr>
<tr>
<td>RESIDENCY STATUS</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>MASS. PART-TIME GRANT</td>
</tr>
<tr>
<td>MASS. NO INTEREST LOAN</td>
</tr>
<tr>
<td>FEDERAL PERKINS STUDENT LOAN (5% INTEREST)</td>
</tr>
<tr>
<td>FEDERAL FORD DIRECT SUBSIDIZED LOAN (VARIABLE INTEREST)</td>
</tr>
<tr>
<td>FEDERAL FORD DIRECT UNSUBSIDIZED LOAN (VARIABLE INTEREST)</td>
</tr>
<tr>
<td>FEDERAL FORD DIRECT PLUS LOAN (VARIABLE INTEREST)</td>
</tr>
<tr>
<td>MEFA LOAN (INTEREST RATE SET ANNUALLY)</td>
</tr>
</tbody>
</table>

*General Application Procedures:
- To receive priority consideration for all types of financial aid, your FAFSA or Renewal Application must be received by the Federal Processor by: March 1, each year.
- Applications received after March 1 will be reviewed and awarded on a funds available basis.
- Notification of eligibility prior to the college billing due date is not guaranteed for late applications.
- Bridgewater State College does not require an institutional application but may request tax returns and/or other documents at a later date to assure that all information is accurate.
- To qualify, a student must be a U.S. citizen or eligible non-citizen, and must also maintain satisfactory academic progress.
- To be eligible for any type of financial aid a student must be accepted into a degree or eligible certificate program.

Federal Ford Direct Subsidized Loan Limit**
Freshman ........................................... 2,625
Sophomore ........................................... 3,500
Junior .............................................. 5,500
Senior and Post Baccalaureate .......... 5,500
Graduate ............................................ 8,500
** A student may not borrow more than the grade level loan limit for Federal Direct Subsidized, Federal Direct Unsubsidized, or a combination of both, not to exceed the total cost of attendance.

Bridgewater State College
Financial Aid Office
(508) 531-1341

Note: Federal, state, or institutional regulation and policies may necessitate revision in the eligibility criteria of the above financial aid programs at any time.

The amounts given above are the maximum yearly amounts a student can borrow in both subsidized and unsubsidized loans. You may receive less than these yearly maximum amounts if you receive other financial aid that is used to cover a portion of your cost of attendance.
SATISFACTORY ACADEMIC PROGRESS AND STUDENT FINANCIAL AID

Federal regulations require that Financial Aid recipients maintain satisfactory academic progress in their course of study.

To maintain satisfactory academic progress at Bridgewater State College a student must be in good academic standing or in the process of fulfilling the conditions of an academic probation. In addition, a student must successfully complete (for each academic year) a minimum percentage of the total credits necessary to earn his/her degree or certificate or demonstrate evidence of mitigating circumstances. Students who are unable to maintain satisfactory academic progress will be ineligible to receive funding through any Title IV Federal Financial Aid Program including Federal Pell Grant, Federal Perkins Loan, Federal Supplemental Educational Opportunity Grant, Federal Work-Study, Federal Direct Student and Federal Direct Parent Loan or through any of the Massachusetts Office of Student Financial Assistance Programs or the Bridgewater State College Grant Programs.

The schedule of credits needed to maintain satisfactory academic progress for each year of full-time enrollment in the baccalaureate degree program is as follows:

<table>
<thead>
<tr>
<th>Years of Full-time Enrollment</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative Credits Earned</td>
<td>20</td>
<td>40</td>
<td>60</td>
<td>80</td>
<td>100</td>
<td>120</td>
</tr>
</tbody>
</table>

According to this schedule a full-time degree candidate must accumulate 120 credits and/or earn the degree by the end of the sixth year. One-sixth of the program (20 credits) must be completed by the end of the first year, two-sixths by the end of the second year, etc. For students enrolled less than full-time the minimum cumulative credits required will be calculated on the basis of an adjusted maximum of the number of years allowed to complete the degree. For example, a half-time student (6 to 8 credit hours per semester) would be allowed a maximum of 12 years to earn his/her degree, accumulating one-twelfth/10 credits) by the end of the first year, two twelfths by the end of the second year, etc.

Averages of the various maximum time frames allowed for completion of the degree will be used when a student's enrollment level fluctuates over time. Enrollment level will be based on the number of credits attempted per semester in relation to the number of credits actually earned per semester. The calculations for satisfactory academic progress are made after the grades have been processed for the spring semester, and they include the student's total academic history at this college (excluding transferred credits that were earned at another institution prior to matriculation at Bridgewater State College).

<table>
<thead>
<tr>
<th>Credit Hours Attempted</th>
<th>Probation QPA</th>
<th>Academic Warning</th>
<th>Separation Below This QPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-16</td>
<td>Below 2.0</td>
<td>2.0-2.19</td>
<td>1.00</td>
</tr>
<tr>
<td>17-31</td>
<td>Below 2.0</td>
<td>2.0-2.19</td>
<td>1.50</td>
</tr>
<tr>
<td>32-46</td>
<td>Below 2.0</td>
<td>2.0-2.19</td>
<td>1.65</td>
</tr>
<tr>
<td>47-61</td>
<td>Below 2.0</td>
<td>2.0-2.19</td>
<td>1.75</td>
</tr>
<tr>
<td>62-89</td>
<td>Below 2.0</td>
<td>2.0-2.19</td>
<td>1.85</td>
</tr>
<tr>
<td>90 and above</td>
<td>2.0 or better</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Satisfactory progress will be reviewed on an annual basis at the conclusion of each spring semester. Students who have not met the minimum credit requirements will be notified that they are ineligible to receive financial aid until they have earned the minimum number of credits required for their year of enrollment. All aid already awarded will be cancelled.

Reinstatement of financial aid eligibility may be obtained in one of the following two ways:

1. Students may acquire the minimum credits and/or the QPA required for their year of enrollment by enrolling in additional courses during the summer or regular semesters;

2. An appeal of this determination on the basis of the death of a relative, an injury or illness of the student or other mitigating circumstances may be filed in writing with the Financial Aid Office.

Students appealing the decision should do so as soon as possible upon notification, whether or not financial aid was received, to ensure maximum eligibility on a funds-available basis. All appeals submitted are reviewed individually by the Satisfactory Academic Progress Review Committee, composed of the director of financial aid, the director of the Registrar's Office and the director of the Academic Achievement Center or their designees. Students must submit an appeal each year that they are notified of their unsatisfactory academic progress. An appeal granted for a previous year cannot be applied to subsequent years.
Students admitted, or later identified, as physically handicapped, learning disabled or economically or educationally disadvantaged and who do not meet satisfactory academic progress standards for financial aid purposes are encouraged to complete the appeal process.

The determination of the committee is final and the students are notified of the action taken on their appeal before the start of the next semester. If a student’s appeal is granted, that student’s financial aid file will be reviewed at that time and aid will be awarded on a funds-available basis. If the student’s appeal is denied, the student is not eligible to receive financial aid.

This appeal process to determine financial aid eligibility must not be confused with the appeal process for academic dismissal from the college. Each appeal process is separate from, and independent of, the other. An appeal to the Satisfactory Academic Progress Committee will determine financial aid eligibility only. An appeal regarding academic dismissal from the college to determine eligibility for reinstatement to the college must be made to the Academic Achievement Center or appropriate school Dean. Academic reinstatement does not automatically guarantee renewed financial aid eligibility. The student must then contact the Financial Aid Office in order to be reconsidered for financial aid eligibility.

**Student Employment**

In addition to the Federal Work Study Program, Bridgewater State College provides opportunities for employment both on and off campus through the Student Employment Center located in Boyden Hall. Services of the center are open to all Bridgewater State College students regardless of financial aid status.

**Alumni Scholarships**

The Bridgewater Alumni Association provides scholarships to currently enrolled Bridgewater undergraduate students. These individual scholarships are provided by separate trust funds, each specifying the particular criteria to be utilized in selecting a recipient for that award. Application forms are available during February each year and may be accessed on the BSC Web site at www.bridgew.edu.

**Graduate Assistantships**

A limited number of graduate assistantships are offered by the Graduate School, subject to the availability of funds, in areas associated with certain programs of the college. For details regarding graduate assistantships, see the Graduate and Continuing Education section of the catalog.

**Other Scholarships**

In order to give recognition and prestige to student achievement on campus, many academic departments, clubs, and campus organizations sponsor scholarships and monetary awards to deserving Bridgewater students. A complete listing may be found in the Bridgewater State College Handbook and further information regarding application procedures may be obtained in the Office of Student Affairs, or on the BSC Web site at www.bridgew.edu.

**Veteran’s Affairs**

The Veterans’ Affairs Office provides general information on Veterans Educational Assistance programs, educational guidance, and other related assistance. The office is also responsible for maintaining veterans’ benefit records and for submitting necessary documentation for initial enrollment and continuing eligibility benefits.

Students who may be eligible for educational benefits include students who are enrolled in day or evening classes, either full- or part-time in undergraduate, graduate and some certificate programs and are veterans of World War II, Korean, Vietnam and post-Vietnam eras; men and women in the Reserves or National Guard; husbands, wives, widows, widowers and children of veterans whose death or permanent and total disabilities were service-connected; service-connected disabled veterans, dependents of servicemen missing in action or prisoners of war for more than 90 days.

For information concerning the Veterans’ Educational Assistance programs, the National Guard and selective reserve programs or the state tuition waiver program, please contact the Veterans’ Affairs Office, Financial Aid Office, Tillinghast Hall, or call or visit between the hours of 8:30 AM and 5 PM, Monday through Friday. Telephone (508) 531-1341.

**Army Reserve Officer Training Corps**

The Army Reserve Officer Training Corps (ROTC) is a program designed to produce professional, competent leaders to be commissioned officers in the United States
Army, Army Reserve and National Guard. We are looking for well-rounded students who strive to excel in three distinct aspects: Scholar - Athlete - Leader.

Army ROTC awards scholarships of up to $17,000 to qualified students. The scholarship pays for tuition and required educational fees. Cadets also receive a tax-free book allowance $600 per year and a tax-free stipend of up to $400 per month. Additionally, important educational and financial incentives are available for Army Reserve and Massachusetts National Guard members, totaling over $1000 per month.

For further information, contact Major Jack Dougherty at Stonehill College, North Easton, MA, (508) 565-1365, or Beri Gilfax at Boston University, (617) 353-4025/4026.

**AIR FORCE RESERVE OFFICER TRAINING CORPS**

Air Force ROTC is an educational program designed to give men and women the opportunity to become an Air Force officer while completing a bachelor’s or master’s degree program. The Air Force ROTC program prepares students to assume positions of increasing responsibility and importance in the Air Force.

Through a cross-enrolled program with Boston University, interested Bridgewater State College students may participate in the Air Force Reserve Officer Training Corps Program.

The Air Force offers a wide variety of career fields from which to choose. There is a wealth of opportunities to fly as a pilot, navigator or weapons controller. In addition, we have opportunities for students of ANY MAJOR. Air Force officers start at over $32,000 as second lieutenants after graduation, and they will make over $50,000 after four years of service. Great benefits, a generous retirement plan and world travel make it an even better choice.

In addition to the tremendous leadership and management training which cadets receive, they also benefit from several scholarship programs. High school seniors can apply for four- and three-year scholarships, all of which would cover full tuition at Bridgewater State College and include a tax-free stipend of up to $600 per month, a $480 book allowance and uniforms. Applications are due by December 1 of senior year.

Freshmen and sophomores already in college can compete for two- and three-year scholarships, which cover full tuition at Bridgewater State College and include a tax-free stipend of up to $600 per month, a $480 book allowance and uniforms. Those who reach junior year but have not yet received a scholarship may receive a Professional Officer Corps Incentive (POCI). These incentives are worth $1,725 per semester for tuition and books and come with a tax-free stipend of up to $600 per month. These are not competitive, but are based on meeting minimum Air Force ROTC requirements such as a 2.35 term GPA.

For further information contact the Department of Aerospace Studies, Boston University, 617-353-6316/4705. Classes are held at Boston University and are easily accessible using the commuter rail.
UNDERGRADUATE ACADEMIC PROGRAMS

BACHELOR OF ARTS/BACHELOR OF SCIENCE
The Bachelor of Arts and Bachelor of Science degree programs prepare students for fields of endeavor related to the following areas of study and for graduate school. Some of the degree programs prepare students for secondary, middle school or PreK-12 specialist teaching if secondary education is selected as a minor.

Accounting and Finance
Anthropology
Art
Aviation Science
Biology
Chemistry
Chemistry-Geology
Communication Arts and Sciences
Computer Science
Criminal Justice
Earth Sciences
Economics
English
Geography
Health Education
History
Management Science
Mathematics
Music
Philosophy
Physical Education
Physics
Political Science
Psychology
Social Work
Sociology
Spanish

The decision as to whether to award the degree of Bachelor of Arts or the degree of Bachelor of Science shall be consistent with the standards in the student’s major field as determined by the major department.

In cases where students with double or dual majors are eligible for a BA, BS and/or BSE degree, the student will select which major department will make the decision regarding the degree to be awarded.

Students are advised to consult with their department chairperson or major adviser early in their academic career, but no later than the end of the sophomore year, in order to be certain that course selection will allow graduation with the desired degree.

BACHELOR OF SCIENCE IN EDUCATION
All candidates for Massachusetts Educator Licensure are advised to check with their individual education departments or the School of Education and Allied Studies offices regarding proposed regulations changes which may have an impact on their licensure program.

All undergraduate and graduate students seeking licensure must consult the section of this catalog entitled School of Education and Allied Studies for important licensure information including institutional deadlines.

The Bachelor of Science in Education is currently offered in the following areas:

Early Childhood Education
Elementary Education
Special Education

In cases where students with double or dual majors are eligible for a BA, BS and/or BSE degree, the student will select which major department will make the decision regarding the degree to be awarded.

MAJOR
Students must meet all requirements of the major as specified under the departmental listings. A minimum of 30 credits and a maximum of 36 credits within the major may be required by a department. The 30 to 36 credits reflect all courses taken in the major department, including those that are listed under the distribution of General Education Requirements. At least one half of the required courses in the major field (excluding cognate requirements) must be successfully completed at this college. A minimum 2.0 GPA in the major is required for graduation. For purposes of determining the 2.0 requirement for the major, the major shall be defined as including only those courses required in the department in which the major is housed or in the major/concentration program in the cases where more than one major/concentration is offered in a department. Students should select a major by the end of the sophomore year.

DOUBLE MAJOR
In order to graduate with a double major, students must meet all requirements of both majors. Completion of the double major will be reflected on the finalized transcript.
Students who wish to be elementary, early childhood or special education teachers are required to select a major in elementary, early childhood or special education and a major in the liberal arts or sciences.

**CONCENTRATION**
A concentration is a unified set of courses usually composed of core requirements and of those additional course requirements particular to the chosen area of concentration. The total number of core and particular requirements must be at least 24 but not more than 36 credit hours. Cognate courses (required courses outside the major department) are not counted as part of the 36 hours. Only students selecting the major field of study may complete a concentration within that major. The concentration is noted on the transcript. Concentrations are currently available in:

**Accounting and Finance**
Accounting
Finance

**Anthropology**
Cultural Anthropology
Public Archaeology

**Art**
Crafts
Fine Arts
Graphic Design

**Aviation Science**
Aviation Management
Flight Training

**Biology**
Biomedical
Cell/Molecular
Environmental
General

**Chemistry**
Biochemistry
Environmental Chemistry
Professional Chemistry

**Communication Arts and Sciences**
Communication Studies
Dance Education
Theatre Arts
Theatre Education

**Earth Sciences**
General
Environmental Geoscience
Geology

**English**
English Education (High School, Middle School)
Writing

**Geography**
General
Environmental Geography
Geotechnology
Regional and Economic Planning

**History**
Military History

**Management Science**
General Management (Human Resources, Operations)
Energy and Environmental Resources Management
Global Management
Information Systems Management
Marketing
Transportation

**Philosophy**
Applied Ethics

**Physical Education**
Athletic Training
Coaching
Exercise Science/Health Fitness
Motor Development Therapy/Adapted Physical Education
Recreation
Recreation and Fitness Club Administration
Teacher Licensure in Physical Education (PreK-8)
Teacher Licensure in Physical Education (5-12)

**Physics**
General Physics
Professional Physics

**Political Science**
American Politics
International Affairs
Legal Studies

**Psychology**
Industrial and Organizational Psychology
Medical and Health Psychology
MINOR
A minor is a unified set of courses chosen outside of the major field of study requiring not less than 18 nor more than 21 hours. The minor is recorded on the student’s transcript. Minors may include courses from only one department or may be interdisciplinary. Students may use courses that satisfy General Education Requirements or departmental requirements to fulfill interdisciplinary minor requirements unless otherwise prohibited. At least one half of the courses required for the minor must be successfully completed at this college. Students must achieve a minimum 2.0 cumulative average in declared minors. Specific requirements for a minor are found under the departmental descriptions.

Minors are currently offered in:
- Accounting and Finance
- American Studies
- Anthropology
- Art
- Art History
- Asian Studies
- Aviation Science
- Biochemistry
- Biology
- Canadian Studies
- Chemistry
- Coaching
- Communication Disorders
- Communication Studies
- Computer Science
- Dance
- Earth Sciences
- Economics
- English
- Exercise Physiology
- Geography
- Geophysics
- Health Promotion
- Health Resources Management
- History
- Instructional Media
- Irish-American Studies

Management Science
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Public History
Public Relations
Radio and Television Operation and Production
Recreation
Russian and East European Studies
Secondary Education (High School, Middle School, PreK-12 Specialist)*
Social Welfare
Sociology
Spanish
Special Education
Theatre Arts
Urban Affairs
Women's Studies

*Students who wish to become middle school, secondary teachers or PreK-12 specialists elect a minor in Secondary Education and a major from one of the major fields offered. This minor requires more than 21 hours in order to satisfy Massachusetts licensure standards.

All candidates for Massachusetts Educator Licensure are advised to check with their individual education departments or the School of Education and Allied Studies offices regarding proposed regulations changes which may have an impact on their licensure program.

All undergraduate and graduate students seeking licensure must consult the section of this catalog entitled School of Education and Allied Studies for important information including institutional deadlines.

GENERAL EDUCATION REQUIREMENTS
The college requires that all students complete certain General Education Requirements in addition to courses in their major field of study and electives. These requirements are distributed throughout the academic departments so that students will study a variety of disciplines during their college career.

Opportunity exists for students to design their own General Education Requirements rather than following the requirements outlined. For detailed information contact the dean of the school of arts and sciences.
The intention of the college community in developing the General Education Requirements program was to respond to the college’s mission by providing a firm grounding in certain fundamental skills and methodologies for all undergraduate recipients of the Bridgewater State College diploma. The GER program is based on the premise that all educated persons, whatever their career interests, should possess the following essential academic skills:

- ability to write clearly and effectively;
- ability to listen and speak clearly and effectively;
- ability to think critically;
- ability to think quantitatively;
- ability to think creatively;
- ability to locate and process information.

The college furthermore has concluded that students should acquire an understanding of a significant body of factual knowledge and principles and experience in the critical and methodological processes of the following:

- description and documentation of western civilization which introduces students to a substantial, coherent and broad perspective on historical knowledge within western culture and to the nature of historical inquiry;
- literary analysis of several literary masterworks of western civilization;
- philosophical/theological analysis of significant human concerns;
- systematic study of modes of artistic expression;
- facts, principles and methods developed by the sciences for explaining the physical and biological world;
- facts, principles and methods developed by mathematics for studying mathematical reality;
- systematic study of a foreign language;
- facts, principles and methods for understanding non-western civilization.

Specific courses which may be used to satisfy these requirements are listed below. Please note that Introduction to Information Resources and Writing I and II must be completed within the first 30 credits at Bridgewater; the Speaking requirement must be satisfied within the first 60 credits; and all GERs should be completed within the first 90 credits taken at Bridgewater State College. In addition, all students must satisfy the state-mandated Constitution requirement and demonstrate proficiency in writing by successfully completing the college’s writing proficiency examination.

Courses Fulfilling the General Education Requirements
† Required by Elementary and Elementary/Special Education Dual License majors. Recommended for those majoring in Early Childhood Education or those who have an interest in teaching.
‡ Required by Secondary Education minors. Recommended for those who have an interest in education.

I Writing ........................................... 6 credits
EN 101 Writing I (prerequisite: Placement Test)
EN 102 Writing II (prerequisite: EN 101 or Placement Test)

II Speaking ......................................... 3 credits
CC 130 Human Communication Skills

III Philosophy/Religion ........................... 3 credits
Select one course.
PL 101 Reasoning and Value
PL 102 Reasoning and Human Nature
PL 103 Reasoning and Politics
PL 104 Reasoning and Religion
PL 105 Reasoning and Science

IV Locating and Processing
Information ....................................... 1 credit
ML 102 Introduction to Information Resources

V History ........................................... 6 credits
Select two courses.
Only one course in U.S. History may satisfy this requirement.
HI 111 Western Civilization to the Reformation
HI 112 Western Civilization since the Reformation
HI 121 The Ancient World
HI 124 The World since 1715 (if taken prior to Fall 1998)
†HI 131 World History to 1500
HI 132 World History since 1500
†HI 221 United States History and Constitutions to 1865
HI 222 United States History and Constitutions since 1865
ID 211H History and Literature of Western Civilization I (All-College Honors students only)
VI Literature .......................... 3 credits
Select one course.
(EN 101 and EN 102 or their equivalent is a
prerequisite to all other English courses)
EN 211 Literary Classics of Western Civilization
to 1600
EN 212 Literary Classics of Western Civilization
since 1600
EN 214 The Classical Tradition
EN 221 Major British Writers to 1800
EN 222 Major British Writers since 1800
EN 231 Major American Writers to 1865
EN 232 Major American Writers since 1865
EN 241 Shakespeare
EN 251 Literary Themes
‡EN 252 Literary Types
ID 211H History and Literature of Western
Civilization I (All-College Honors
students only)

VII Artistic Modes of Expression ....... 6 credits
Select two courses in different disciplines, only
one of which may be a studio course. The three
disciplines are Art (AR and AH courses), Theatre/
Dance (CT and CT/PE courses) and Music (MU
courses).

Art
AH 101 Introduction to Art
AH 102 Introduction to Architecture
AH 201 Ancient and Medieval Art and
Architecture
AH 202 Renaissance and Baroque Art and
Architecture
AH 203 American Art and Architecture
AH 214 Art History Study Tour
AH 215 Themes in the Visual Arts
AH 216 History of Graphic Design
AH 218 History of Photography
AR 125 Drawing I (studio)
AR 130 Two-Dimensional Design (studio)
AR 140 Three-Dimensional Design (studio)
AR 216 Basic Photography (studio)

Theatre/Dance
CT 110 Theatre Appreciation
CT 115 Play Production
CT 120 Introduction to Acting (Not open to
Theatre Arts majors) (studio)
CT 210 Oral Interpretation
CT 226 Children's Theatre
CT 236 The American Musical Theatre
CT/PE 146 Dance Appreciation
CT/PE 251 Dance History
CT/PE 255 Creative Dance I

Music
MU 120 Class Guitar I (Classical Guitar) (studio)
MU 130 Voice Class I (studio)
MU 140 Class Piano I (studio)
MU 160 Music: A Listening Approach
MU 165 Introduction to Women Composers
MU 166 Survey of American Jazz
MU 167 Music of Black Americans
MU 170 Music Fundamentals
MU 240 Class Piano II (studio) (Prerequisite:
MU 140 or consent of instructor)

VIII Physical and Biological Sciences .. 6 credits
Select courses from two different departments, of
which at least one must be a laboratory course.
The departments are biology, chemistry, earth
sciences and geography, and physics.

Biology
BI 100 General Principles of Biology (Lab)
BI 102 Introduction to Zoology (Lab)
BI 106 Introductory Plant Science (Lab)
BI 109 Introduction to Human Disease
BI 110 Biology: A Human Approach
BI 111 Human Heredity
BI 112 Biology and Human Thought
BI 113 Fundamentals of Biology
BI 114 Horticulture
BI 115 The Microbial World and You
BI 116 Drugs of Plant Origin
BI 117 The Biological Environment
BI 118 Evolution
BI 119 The Botanical World
BI 121 General Biology I (Lab)
BI 128 The Biology of Human Sexuality

Chemistry
CH 102 Chemistry in Everyday Life
CH 111 The Art of Chemical Inquiry (Lab)
CH 131 General Chemistry I (Lab)
CH 141 Chemical Principles I (Lab)

Earth Sciences and Geography
ES 100 Physical Geology (Lab)
ES 102 History of the Earth
ES 194 Environmental Geology
GE 100 Physical Geography (Lab)
GE 120 The Physical World
GE 196 Environmental Geography
Physics
PH 100 Physics in the Natural World (Lab)
PH 102 Modern Physics for the Humanist
PH 107 Exploring the Universe (Lab)
PH 180 Energy and its Social Uses
PH 181 Elements of Physics I (Lab)
PH 243 General Physics I (Lab)

IX Behavioral Sciences .................. 6 credits
Select two courses. Each course must be from a different discipline: anthropology, psychology or sociology

Anthropology
AN 100 Introduction to Cultural Anthropology
AN 101 Introduction to Physical Anthropology
AN 103 Introduction to Archaeology
AN 110 Introduction to Folklore
AN 111 Myths and Culture
AN 115 Anthropology of Race, Class and Gender

Psychology
PY 100 Introductory Psychology
†PY 224 Child Psychology
†PY 227 Development through the Life Cycle

Sociology
SO 102 Introduction to Sociology
SO 103 Social Problems
SO 108 Sociology of Religion
SO 212 Discrimination and Prejudice
(if taken prior to Spring 1997)
SO 219 Population and Society

X Social Sciences ..................... 3 credits
Select one course.
EC 101 Principles of Microeconomics
EC 102 Principles of Macroeconomics
†GS 110 Human Geography
GS 170 Regional Geography: The Developed World
ID 200 Introduction to Canadian Studies
PO 100 Politics in Contemporary Society
PO 172 Introduction to American Government
PO 260 International Relations
PO 274 Western Political Thought

XI Systematic Study of a Foreign Language ..................... 0/3/6 credits
Students are required to complete successfully a language course at the second-semester level or to test out of such a course. See the Foreign Languages section of this catalog for further information concerning completion of this requirement.

LA 101-102 Elementary Arabic I-II
LC 101-102 Elementary Chinese I-II
LE 101-102 English as a Second Language I-II
LF 101-102 Elementary French I-II
LG 101-102 Elementary German I-II
LJ 101-102 Elementary Japanese I-II
LP 101-102 Elementary Portuguese I-II
LR 101-102 Elementary Russian I-II
LS 101-102 Elementary Spanish I-II
LT 101-102 Elementary Italian I-II

XII Mathematics .......................... 3 credits
Select one course.
MA 105 Selected Topics in Mathematics
(Prerequisite: Placement Test)
†MA 107 Principles of Mathematics I
(Prerequisite: Placement Test)
MA 141 Elements of Calculus I (Prerequisite: MA 100 or Placement Test)
MA 151 Calculus I (Prerequisite: MA 100 or Placement Test)

XIII Facts, Principles and Methods for Understanding Non-Western Civilization ..................... 3 credits
Select one course.
This requirement may not be satisfied within the student's major.

AH 205 Far Eastern Art
AH 208 Survey of Islamic Art and Architecture
AN 104 Global Human Issues
AN 120 First Nations: Global Indigenous Peoples
AN 206 Native Cultures of North America
AN 208 Anthropology of Women
AN 209 People and Cultures of Africa (Prerequisite: AN 100)
AN 213 Latin American Peoples and Cultures
AN 215 The Caribbean
CT 222 Asian Theatre
CT/PE 260 World Dance
EN 253 Non-Western Literature (Prerequisite: EN 102)
FL 300 Languages of the World (Prerequisite:
Students must have satisfied the GER in history)
GS 160 Geography of Non-Western Cultures
United States and Massachusetts Constitution Requirement
In addition to the general education requirements listed above, students must fulfill the state-mandated requirement in United States and Massachusetts Constitutions. This can be satisfied by enrolling in any one of the following:

†HI 221 United States History and Constitutions to 1865
HI 222 United States History and Constitutions since 1865
PO 172 Introduction to American Government
PO 273 United States and Massachusetts Constitutions
PO 277 American Government: State and Local

Guidelines on General Education Requirements
1. A maximum of two courses (6 credit hours) in a student’s major field may be applied toward the GERs. Cognate courses required by the major will apply, as appropriate, toward the GERs.

NOTE: The GER requirement XIII Facts, Principles and Methods for Understanding Non-Western Civilization, may not be satisfied within the student’s major.

2. Every student studying for an undergraduate degree must earn at least 120 semester hours of credit. Beyond the general education and the major requirements, all remaining courses are free electives. A free elective is any course not required to fulfill either the general education or the departmental and cognate requirements of the major.

DIRECTED STUDY
The college permits students to pursue their interests through directed study. Such an undertaking involves independent thinking, hard work and creativity along with the guidance and help of a faculty member. The end result should be a paper or project accepted by the faculty member working with the student. Directed Study, which is limited to three credits with a maximum of six credits for graduation purposes and is primarily for upperclassmen, is available for the pursuit of independent work. Application forms for directed study are available from the student’s major department and should be submitted to the department chairperson for his/her recommendation and then forwarded to the appropriate school dean for approval.

INTERNSHIP
A number of departments within the college offer students the opportunity to enroll in an internship, practicum or field experience for academic credit. Such experiences provide students, usually in their third or fourth year, the chance to undertake a supervised practical experience in their field of study. Normally, field experience opportunities are available only during the fall and spring semesters.

Students interested in such a field experience have the option of 1) consulting with their faculty adviser for details on programs available through the department, or 2) developing their own program proposals, subject to the approval of the department. If the field experience desired is proposed by the student, it is the student’s responsibility to locate a faculty member who will provide the necessary supervision.
Application and Selection
Application forms for a field experience are available from the student's department. The completed form must be filed with the chairperson of the department in which the field experience is to be undertaken no later than the end of the first quarter of the semester prior to the semester in which the field experience is to be undertaken.

The department will screen all applications in order to select students best suited for the positions available. The chairperson will forward the application forms to the dean of the appropriate school for approval. The completed form must be received by the Registrar's Office prior to the end of the drop/add period to enroll the student.

Applicants must have completed at least 54 credits with a minimum 2.0 cumulative GPA. Departments may set higher standards.

Supervision and Grading
Supervision, evaluation and grading of a field experience is the responsibility of a faculty member in the department offering the program. A student may be removed from the program if, in the judgement of the faculty supervisor, it is in the best interests of the student, agency and/or college. Grades are based on written evaluations from both the faculty supervisor and the agency supervisor.

Credit
From three to fifteen credits in field experience may be earned and applied toward graduation requirements. The number of credits which may apply toward the major will be determined by each department. A minimum of 45 clock hours in the field is required for each credit hour granted.

Compensation
Normally, students may not be compensated except for minimal amounts to cover such expenses as travel.

Honors Program
The Honors Program at Bridgewater encourages gifted and highly motivated students to reach their highest potential through critical thinking, scholarship and research. Small classes and close student-faculty relations provide for the vigorous and thorough exchange of ideas, while the program as a whole attempts to create an atmosphere fostering intellectual, artistic and academic achievement.

The program does not require students to complete additional coursework beyond the 120 credit hours necessary for graduation; instead, students earn honors credits, as described below, by taking honors sections of regular courses and/or honors colloquia during their freshman and sophomore years, by completing honors work in certain 300 and 400 level courses during their junior and senior years, and by researching and writing an honors thesis in their senior year.

Honors students are required to meet with either of the directors once a semester to discuss their work in the program.

For all honors work completed with a grade of B (3.0) or higher, students receive honors credit on their transcripts, and those who complete the program receive an honors degree — a goal worth serious effort both for the intrinsic satisfaction it brings and the advantage it provides at a time of strong competition for graduate and career opportunities.

Commonwealth Honors
Students can participate in the Honors Program in two ways: by undertaking all of the requirements listed below for Commonwealth Honors or by undertaking the requirements listed only under "Junior and Senior Years" for Departmental Honors. Commonwealth Honors runs throughout a student's undergraduate career, whereas Departmental Honors takes place only in the student's last two years. Commonwealth Honors includes the requirements for Departmental Honors; a student might undertake only Departmental Honors if he or she transferred to Bridgewater or developed an interest in pursuing Honors work after the freshman year.

Freshman and Sophomore Years (for Commonwealth Honors)
Students seeking Commonwealth Honors must accumulate a total of twelve credits of honors level work at the 100-200 level preferably, but not necessarily, during their first two years. Honors credit at this level can be earned in two ways: by taking four three-credit honors courses or by taking a mix of three-credit honors courses and one-credit honors colloquia totaling twelve credits. Both honors courses and colloquia are described in the Course Schedule issued shortly before registration. Honors courses: Honors courses are specially-designed sections of regular 100-200 level courses. Most fulfill GER credit and thereby impose no additional
requirements for graduation. These courses offer small class size (usually capped at fifteen students), more active discussion, greater student and faculty interaction, more challenging material, and often an emphasis on writing and oral presentation.

**Honors courses** have recently been offered in Art, Biology, Chemistry, English, History, Mathematics, Philosophy, Political Science, and Psychology. Honors colloquia: **Honors colloquia** carry one academic credit, meet once a week for fifty minutes, and culminate in a paper or scientific project which provides the major part of the grade. Minimum enrollment in each colloquium is two and the maximum is twelve. Although most colloquia stand on their own, some are attached to regularly offered courses which form part of the student’s normal program. Colloquia do not carry GER credit, but offer intense study in a wide range of topics not usually found at this level.

Whether in honors classes or colloquia, students are expected to maintain a cumulative Grade Point Average (GPA) of 3.3. Students whose GPA falls between 3.3 and 2.7 may remain in the program for a further semester after which they will be dropped if the deficiency is not corrected; students whose GPA falls below 2.7 will be dropped from the program at that time. In either case, whenever the GPA returns to 3.3, students may reenter the program. Although the Honors Directors have discretion to retain students in the program who do not meet these requirements, the time of graduation students must have attained a cumulative GPA of 3.3.

**Junior and Senior Years**
Students who have completed the twelve credits of honors work described above and who have attained a cumulative GPA of at least 3.3 are eligible to continue by entering a Departmental Honors program or, if the student’s major does not offer Departmental Honors, by undertaking, through the Honors Center, an individually designed interdisciplinary honors program. (both of which require application, either to the Departmental Honors Committee or the Honors Center)

The following departments offer Departmental Honors:

- Accounting and Finance
- Mathematics and Computer Science
- Art
- Movement Arts, Health Promotion and Leisure Studies
- Biology
- History
- Chemistry
- Communication Studies and Theatre Arts
- English
- Foreign Languages
- Management
- Philosophy
- Physics
- Political Science
- Psychology

Honors work at this level emphasizes independent study and research in the major, or combination of majors if interdisciplinary. Students are required to take nine credits of honors work at the 300-400 level and can do so by combining Honors Contracts and the Honors Thesis. A student can earn honors credit in an upper-division course by submitting an Honors Contract, in which the student and instructor devise an advanced project within the course that emphasizes independent research on a particular subject. The student then completes a special advanced project, under the instructor’s direction, in conjunction with the course. As a senior, the student researches and writes an honors thesis (earning three credits for “... 485 Honors Thesis”) under the direction of a faculty member on a one-on-one basis; this can be done for either one or two semesters (we encourage two semesters, but students should discuss this with their Department Honors Committee and Thesis Advisor). Whether the thesis qualifies the student to graduate with honors will be determined by the Department Honors Committee or, where appropriate, by the student’s Interdisciplinary Honors Committee. For many students the honors thesis is the intellectual high point of the undergraduate experience – fascinating and exciting in its own right, and valuable as a preparation for graduate school or professional employment.

Credit requirements for Commonwealth Honors may be summarized as follows:

- At least twelve honors credits at the 100 or 200 level in three-credit honors classes and one-credit honors colloquia;
- Nine credit hours in honors course work at the 300 or 400 level obtained by undertaking Honors Contracts (three credits each semester). Forms for Honors Contracts and the Honors Thesis can be picked up from the Honors Center or your department office and should be filled out, signed, and returned to the Honors Center during the first two weeks of the semester);
- A public presentation of the thesis work at some campus forum, such as a department event or the Undergraduate Research Symposium held each April.
Students who complete the program will have the phrase “with Commonwealth Honors” entered on their transcripts.

**Departmental Honors**
Students wishing to undertake only upper-division Honors work can apply to their major department to do Departmental Honors around the end of the sophomore or beginning of the junior year, and should complete those requirements listed above under “Junior and Senior Years.” For specific requirements and expectations, please consult your Departmental Honors Committee or request a copy of the Departmental Honors Programs brochure from the Honors Center.

**Scholarships**
Bridgewater State College offers a variety of academic scholarships ranging from Presidential and Tsongas Scholarships, administered by the Admissions Office, to the more specialized scholarships described in the Student Handbook. Of particular interest to students in the Honors Program is the Adrian Tinsley Program for Undergraduate Research which offers generous financial support for students’ research. Full details concerning this program are available in the Honors Center.

**Honors Center**
Students in the program have access throughout the year to the Honors Center in the Academic Achievement Center on the ground floor of Maxwell Library. Designed as a study area and meeting place for students in the Honors Program, the center has large work tables, comfortable chairs, computers, a refrigerator, and a lending library. Students will also find copies of past Honors Theses written by BSC Honors students, information about Fulbright, Goldwater and other national scholarships, and announcements of national and regional undergraduate research conferences in which honors students are encouraged to participate. The Center is open from 9 AM to 5 PM on Monday through Friday during the academic year.

**Honors Program Dinner**
At least once each year the Program hosts a dinner for students and faculty featuring an informal talk by an off-campus speaker of note. Recent speakers have included Congressman Barney Frank, historian and activist Howard Zinn, Thomas Payzant, Superintendent of Schools in Boston, Jack Beatty of the *Atlantic Monthly*, and Jeff Jacoby of the *Boston Globe*. The Honors Program also hosts extracurricular activities such as movie nights, theater excursions, and other events suggested by students in the Program.

**Honor Societies**
Several departments invite academically talented students to join nationally recognized honor societies. For information on the following, contact the department chairperson.

- Alpha Mu Alpha (Marketing)
- Kappa Delta Pi (Education)
- Lambda Pi Eta (Communication Studies)
- Omicron Delta Epsilon (Economics)
- Phi Alpha, Beta Chi Chapter (Social Work)
- Phi Alpha Theta (History)
- Pi Kappa Delta (Forensics)
- Pi Mu Epsilon (Mathematics)
- Pi Sigma Alpha, Pi Upsilon Chapter (Political Science)
- Psi Chi (Psychology)
- Sigma Gamma Epsilon, Zeta Iota Chapter (Earth Science and Geography)

**Interdisciplinary Programs**
The college offers a number of interdisciplinary programs, providing majors, minors and pre-professional programs. See the section on *Interdisciplinary and Preprofessional Programs*. 

*Undergraduate Academic Programs*
AWARDING OF UNDERGRADUATE DEGREES

Graduation Requirements
Curricula leading to baccalaureate degrees are so planned that a student carrying 15 credit hours each semester will ordinarily be able to complete the requirements for graduation in four years or eight semesters. Degrees will be awarded to candidates who have fulfilled the following:

1. A MINIMUM of 120 credits, distributed according to the General Education Requirements, the requirements of the declared major and any free electives.
   Satisfactory completion of all requirements for a bachelor's degree must be under a catalog in effect within eight (8) years of the date of graduation. The catalog used, however, may be no earlier than the catalog in effect at the time of matriculation or, in the case of a change of major or minor, no earlier than the catalog in effect when the major or minor was formally declared.
   Note: This policy does not apply to students enrolled in programs governed by state and/or federal regulations where current academic requirements may need to be met. Students should check with their departments where applicable;
2. A MINIMUM of 30 credit hours completed at Bridgewater, including at least one half of the required courses in the major and any minor field (excluding cognate requirements).
   Note: Not more than 69 credits earned at a two-year institution may be accepted in transfer by Bridgewater State College and applied to the baccalaureate degree;
3. A MINIMUM cumulative grade point average (GPA) of 2.0 (or higher if required by the major at Bridgewater) and any other academic requirements of the student's major department as approved by college governance procedures;
4. A MINIMUM cumulative grade point average (GPA) of 2.0 or higher in the student's major(s) and minor(s) requirements taken at Bridgewater. The major GPA includes only those courses required in the department in which the major is housed or in the major/concentration program in cases where more than one major/concentration is offered in a department.
   • The credit earned in an Introductory College Skills course may not be used to satisfy General Education Requirements nor may it be applied toward the minimum number of credits required for graduation in any major.
   • From any and all cocurricular activities in which a student might wish to participate and for which the college grants or may decide to grant credit in the future, a student may accumulate not more than one (1) credit per semester, nor more than two (2) per year, nor more than six (6) per college career.
   Exception: All one credit cocurricular and physical education activity courses that are required for students officially enrolled in an approved major, concentration or minor may be counted toward graduation.
   • Students will not be allowed to receive their diplomas or transcripts until all financial debts to the college have been paid.

Conferral of a degree occurs when the registrar finalizes the student’s academic record and confirms that all requirements have been satisfied. Participation in the commencement ceremony does not constitute conferral of the degree. Similarly, inclusion of a student’s name in such publications as the commencement program does not confirm eligibility for the degree.

Degree Application
Students who expect to receive their degrees from Bridgewater State College are required to complete formal degree applications. These applications are available in the Registrar’s Office. Each student is responsible for meeting all degree requirements and for ensuring that the Registrar’s Office has received all credentials.

Degree application cards must be returned to the Registrar’s Office by the following dates:

April 1: for Winter/January Graduation
November 1: for Spring/May Graduation
April 1: for Summer/August Graduation

Commencement Ceremony
The college conducts two commencement ceremonies annually, in winter and in spring. Students who complete requirements in August or December will be invited to participate in the winter ceremony.
Graduation With Honors

Academic excellence for the baccalaureate program is recognized by awarding degrees summa cum laude (cumulative GPA of 3.8 or higher), magna cum laude (cumulative GPA of 3.6 to 3.79), and cum laude (cumulative GPA of 3.3 to 3.59). The cumulative GPA determined for honors is based on all college-level work attempted at Bridgewater State College.

The Commencement Program is printed prior to grades being submitted for the student’s final semester; therefore, the Registrar’s Office must print the honors designation that a student has earned up to the time of publication. The student’s diploma and finalized transcript, however, will reflect the official honors designation based upon the student’s final grade point average.

Grading System

The college uses the letter-grade system of marking to indicate the student’s relative performance: A — Superior; B — Good; C — Satisfactory; D — Poor; F — Failure; IP — In Progress; W — Withdrawn; WP Withdrawn Passing; WF — Withdrawn Failing. Grades in the A, B, C, and D ranges may include a designation of plus or minus. In computing averages, grades are assigned the following numerical values:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Certain courses may be offered on an “unsatisfactory (U)/satisfactory (S)” or “pass (P)/fail (F)” basis. No numerical value is assigned to these grades. A symbol of WA may be given to any student who ceases attending a course without withdrawing between the end of the drop/add period and the end of the withdrawal period.

Grades for all courses (day and evening) at Bridgewater State College become a part of the student’s record and are used in computing the GPA.

Grade Point Average (GPA)

The Grade Point Average indicates the student’s overall academic average. It is calculated on both a semester and a cumulative basis. The GPA is computed by multiplying the grade numerical value received in each course by the number of credit hours per course. These totals are combined, and the result is divided by the total number of semester hours carried.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>NO. OF HOURS</th>
<th>GRADE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>3 x</td>
<td>(A) 4.0</td>
<td>12.0</td>
</tr>
<tr>
<td>French</td>
<td>3 x</td>
<td>(C+) 2.3</td>
<td>6.9</td>
</tr>
<tr>
<td>English</td>
<td>3 x</td>
<td>(B) 3.0</td>
<td>9.0</td>
</tr>
<tr>
<td>History</td>
<td>3 x</td>
<td>(B+) 3.3</td>
<td>9.9</td>
</tr>
<tr>
<td>Math</td>
<td>3 x</td>
<td>(B-) 2.7</td>
<td>8.1</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td></td>
<td>45.9 + 15 = 3.06 GPA</td>
</tr>
</tbody>
</table>

Projecting an Anticipated Grade Point Average

If a student hopes to earn an overall 3.3 GPA, he or she can project the semester GPA needed to achieve this goal by following the steps listed below:

1) 3.3 desired GPA x 30 total credit hours at the end of next semester = 99.0 necessary grade points
2) 99.0 necessary grade points for desired GPA - 45.9 grade points already earned = 53.1 grade points needed next semester
3) 53.1 grade points needed + 15 credit hours for next semester = 3.54 semester GPA needed for an overall 3.3 GPA

Audit

A student may audit (AU) a course to gain knowledge in a particular subject area without earning credit or a grade. Students auditing a course attend and participate in classes; however, they are exempt from examinations. The course is automatically designated AU and becomes part of the student’s permanent academic record. Audited courses will not be used to fulfill degree or graduation requirements. Students must submit a completed Course Audit Request form before the close of the drop/add period. Forms are available at the Registrar’s Office.

Incomplete

An incomplete (IN) may be given at the discretion of the instructor. The time by which missing work must be made up, both in graduate and undergraduate courses, is also at the discretion of the instructor; however, this time period may not extend beyond the last day of classes of the academic semester following that in which the incomplete was earned. If a course is not success-
fully completed by this deadline, the Incomplete will automatically be changed to a grade of “F” (Failure).

All work must be completed prior to graduation, including resolution of any grades of incomplete. The record is finalized as of the date the degree is conferred.

Repeat Courses
Undergraduate students may repeat a course for which they receive a grade of C- or less. Although all courses will appear on the student’s transcript, credit for the course will be awarded only once unless otherwise stated in the college catalog. For the first three times that a course is taken, only the most recent grade will be used to calculate the GPA, regardless of which grade is higher. All grades for courses taken the third and subsequent times will be used in the calculation of the student’s GPA. [This policy does not apply to courses taken at the graduate level.]

Please note that the Veterans Administration will not pay for a repeated course in which a passing grade has previously been earned.

Change of Grade
If a student believes that a mistake was made in the original grade recorded for a course, the student may petition the instructor for a change of grade no later than the last day of final exams in the academic semester following that in which the grade was recorded. A change of grade will not be considered after this time.

Dean’s List
The Dean’s List is published at the end of each semester to honor the academic achievement of full-time matriculated undergraduate students. A 3.3 average for the semester is required with a minimum of 12 credits completed, and no grades of “incomplete” (IN).

Mid-Semester Warning Notices
Faculty may elect to send mid-semester warning notices to undergraduate students who are receiving less than a C- (1.7) average in any course at that time. It is the student’s responsibility to meet with his/her adviser and the instructor of any course in which a warning is received. Since mid-semester warning notices are not issued by all instructors, students who do not receive notification are cautioned not to presume that they are maintaining a grade of C- or better.

### Academic Standards

#### Academic Standing
In order for a matriculated or non-matriculated student to avoid separation from Bridgewater State College, his/her cumulative GPA must remain above the probation level as indicated below:

<table>
<thead>
<tr>
<th>Academic Standing</th>
<th>Academic Warning GPA</th>
<th>Probation GPA</th>
<th>Separation Below This GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-16</td>
<td>2.0-2.19</td>
<td>Below 2.0</td>
<td>1.00</td>
</tr>
<tr>
<td>17-31</td>
<td>2.0-2.19</td>
<td>Below 2.0</td>
<td>1.50</td>
</tr>
<tr>
<td>32-46</td>
<td>2.0-2.19</td>
<td>Below 2.0</td>
<td>1.65</td>
</tr>
<tr>
<td>47-61</td>
<td>2.0-2.19</td>
<td>Below 2.0</td>
<td>1.75</td>
</tr>
<tr>
<td>62-89</td>
<td>2.0-2.19</td>
<td>Below 2.0</td>
<td>1.85</td>
</tr>
<tr>
<td>90 and above</td>
<td>must maintain 2.00</td>
<td></td>
<td>2.00 or better</td>
</tr>
</tbody>
</table>

For the purposes of this policy, “academic standing credit hours” includes all quality hours at BSC plus all credit accepted in transfer. However, only quality hours earned at BSC will be utilized in determining a student’s GPA.

In order for a first semester transfer student to avoid separation from the college, his/her cumulative GPA must remain at 1.5 or above. After the first semester, a transfer student follows the table above.

#### Academic Probation
Students on academic probation are limited to thirteen (13) semester hours during the semester they are on probation. In addition, academic probation may involve 1) an adjustment in the student’s academic load, 2) frequent interviews between the student and adviser for the analysis of difficulties and for checking the student’s progress, 3) a stipulation that certain courses be taken to improve the student’s academic performance, 4) restrictions on the student’s extracurricular activities, and 5) other such precautions as are deemed advisable.

#### Academic Separation
Students who have been academically separated from the college may not take courses at the college (day or evening) for at least one academic semester. After this time period, students may apply for readmission through the admissions office. Although not required, it is recommended that readmission applicants give evidence of at least one semester of academic work with a 2.5 GPA or better at some other institution of higher learning. Students who have previously
completed courses at a college are reminded that a total of not more than 69 credit hours may be transferred from two-year institutions. However, course work taken elsewhere will not necessarily be accepted as transfer credit. An undergraduate matriculated student who is academically dismissed twice can only apply for readmission after a three-year period. If readmitted, the student is placed on academic probation and must achieve a minimum GPA of 2.0 in order to continue. The grade point average of the student will be resumed after readmission. Students who have left the college for a minimum of three years may be given special consideration upon written appeal to the vice president for academic affairs.

Note: Academic readmission or reinstatement to the college does not guarantee renewed financial aid eligibility. The student must contact the Financial Aid Office to be considered for financial aid.

Dismissal Policies
Students are admitted to Bridgewater State College with the expectation that they will accept and abide by the standards of conduct and scholarship established by the faculty, administration and student governing boards. The college reserves the right to require students to withdraw who do not maintain acceptable academic standing. The college also reserves the right to dismiss, with due process, students who do not meet the requirements of conduct and order or whose behavior is inconsistent with the standards of the college. The Bridgewater State College Handbook outlines campus policies and may be obtained in the Office of Student Affairs.

Satisfactory Academic Progress
In addition to being in good academic standing (please see the preceding section), a student is defined as making satisfactory academic progress when the academic record shows successful completion of a specified number of credits per semester. Full-time students must earn a minimum of 10 semester credits each semester to achieve satisfactory academic progress. Students should note that many financial assistance programs require participants to make satisfactory academic progress, in order to remain eligible.

See the Financial Aid section of this catalog for further information concerning satisfactory academic progress for financial aid purposes.

Academic Integrity
Institutions of higher education are dedicated to the pursuit of truth. In this pursuit academic honesty is so fundamental that it can not be taken for granted. Faculty, students and administrators all have a responsibility to value, demonstrate and safeguard academic integrity as one of the college's most essential institutional values. The college has an obligation to establish and promote standards of academic integrity and each member of the college community has the responsibility to understand, support and practice them. When standards of academic integrity are followed, teaching and learning can proceed in an environment of trust. When such standards are violated, teaching and learning are in doubt and suspicion. Therefore, the best interests of the college community require that cases of alleged academic dishonesty be addressed seriously but equitably. At Bridgewater, academic honesty is expected of all students; plagiarism and cheating are not condoned and are subject to academic penalty, which may result in a failure for the course in which the violation took place. A record of the violation is kept and may result in suspension or dismissal from the college.

The procedure for implementing an academic penalty for academic misconduct, which includes, but is not limited to plagiarism, cheating, disruption of teaching or research, dishonest practices in connection with examinations and disruptive classroom behavior, is as follows:

A. The instructor shall notify the student of the alleged violation and the proposed penalty, and they shall discuss the matter informally within five (5) school days of the notice of the alleged infraction. The instructor shall notify the vice president for academic affairs or designee in writing of the alleged violation, proposed penalty and the outcome of the meeting held with the student.

B. If the student does not appeal:
   1. The instructor will impose the penalty and will notify the vice president for academic affairs or designee in writing of the incident and the penalty.
   2. The vice president for academic affairs or designee will notify the student that she/he has received notification of the offense and the penalty imposed.
   3. A record of the case will be maintained in the office of the vice president for academic affairs.

C. If the matter is not resolved, the student may file a letter of appeal with the vice president for academic
REGISTRATION AND ENROLLMENT POLICIES

REGISTRATION
Preregistration is held for returning, matriculated undergraduate, graduate and Joint Admission students in November for the spring semester and April for the fall semester. During the advising period held two weeks prior to registration, a student meets with his/her adviser to review the student's progress toward meeting General Education Requirements and specific degree requirements. A class schedule is developed, and the student's registration form is signed by the adviser. In the case of double majors, the form must be signed by both advisers. Preregistration is available via the world wide Web and in person. Students who wish to register via the Web must secure electronic permission to register from their adviser at their advising session. Preregistration time is based on the student's classification (Senior, Junior, Sophomore, etc.) at the close of the previous semester.

A returning non-matriculated student may register via the Web following the close of preregistration or choose mail, fax or in-person registration.

Registration by mail, fax or in-person is available to all students following preregistration in November and April and before each summer session.

Registration cannot be conducted via the Web for summer sessions.

The Course Schedule, published shortly before each registration period, provides specific registration dates and instructions on how to register. Students will not be allowed to register for courses until all financial debts to the college are paid and health records are up to date.

PREREQUISITES
Students must have the necessary prerequisite for each course. Prerequisites, if any, are indicated with the individual course listing and are enforced at the time of registration. Prerequisite courses taken at institutions other than Bridgewater State College must be documented (transcript or grade report, and, in some cases, course description) prior to registration.

Students who wish to enroll in a course without the prerequisite(s) must obtain a Prerequisite Override
Form prior to registering for the course. The form must be signed by the chairperson of the department through which the course is offered and, in some cases, the instructor of the course. Students seeking an override of professional education prerequisites for courses taught through the School of Education and Allied Studies must complete a Request for a Student to Take an Upper Level Professional Education Course Without Formal Program Admission Form and obtain all required signatures.

**Classification Designation**

Students are designated as being in a given classification on the basis of the number of credits they have earned for courses completed successfully. The list below shows the number of credits which must be recorded in order for a student to be designated as a member of a particular classification.

Students should understand that these are minimum totals of credits accrued. The normal course load is 15 credits per semester, and it is this total which, maintained over eight semesters, yields the 120 credits required as a minimum for the baccalaureate degree.

For registration purposes, students will be classified based upon the total number of credit hours earned prior to the semester in which the registration is held.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Credit Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior</td>
<td>84</td>
</tr>
<tr>
<td>Junior</td>
<td>54</td>
</tr>
<tr>
<td>Sophomore</td>
<td>24</td>
</tr>
<tr>
<td>Freshman</td>
<td>—</td>
</tr>
</tbody>
</table>

**Course Audit**

Students may audit courses under the guidelines noted below. The student will receive no academic credit for the courses nor will a grade be reflected in his or her cumulative grade point average.

- A student may audit a course subject to the approval of his or her adviser or department chairperson and consent of the instructor.
- A student is subject to conditions established by the department and/or instructor for the audited course.
- A student registering for credit has course enrollment preference over an auditing student. Therefore, a student must register for audit only during the drop/add period by submitting forms provided by the Registrar's Office. A student's status as an auditor in a course cannot be changed.

- A student may register for one audit course per semester. Exception may be granted by petition to the appropriate school dean.
- A student receives no credit for an audited course. The student's academic record will reflect the course enrollment with the notation AU.
- A student will be charged the same tuition and fees for an audited course as for a course taken for credit.

**Course Drops and Adds**

The Drop/Add Schedule is as follows:

- The Drop/Add period for 15-week semester courses ends after the 6th weekday of the semester.
- The Drop/Add period for 7-week quarter courses ends after the 3rd weekday of the quarter.
- The Drop/Add period for 5-week summer courses ends after the 3rd weekday of the session.
- The Drop/Add period for 10-week summer courses ends after the 5th weekday of the session.
- The Drop/Add period for non-regular courses ends one weekday after the first class meeting. However, students cannot add intensive — e.g., weekend or one-week — courses after the first class meeting.

No adds or drops will be permitted after these deadlines. Drop/Add forms are available at the Registrar's Office during the drop/add period. It is advisable that students discuss changes in their schedule with their adviser.

If students fail to drop courses appropriately, a grade of "F" will be entered on their academic record. This grade will be used in computing the GPA.

**Course Loads**

Full-time undergraduate students must carry a course load of 12 to 18 credit hours or the equivalent each semester. The typical course load is 15 hours. Students wishing to carry more than 18 credit hours must receive permission from the appropriate school dean prior to registration. Failure to carry at least 12 credit hours may jeopardize housing, financial aid status and athletic eligibility.

It is recommended that students limit their course loads.
It is recommended that students not carry semester courses during the summer to six or fewer credit hours each session.

Withdrawal From Courses Following the Drop/Add Period
If, for some serious reason, a student wishes to withdraw from courses after the drop/add period, written permission must be secured on course withdrawal forms provided by the Registrar's Office. Only if such a form is filed in the Registrar's Office by the end of the fifth week of a semester course, or by the end of the third week of a quarter course, may the grade of "W" be recorded. A student who withdraws between the fifth week and the tenth week of a semester course, or between the third and fifth week of a quarter course, will be assigned a grade of WP or WF. A symbol of WA may be given to any student who ceases attending a course without officially withdrawing between the end of the drop/add period and the end of the withdrawal period. In all other instances a grade of "F" shall be given. Grades of W, WP, WF or the symbol WA will not be computed in the student's GPA. Normally, no student will be permitted to withdraw from a semester-long course after the 10th week of classes or after the fifth week of a quarter course.

Withdrawal From the College
Forms for official withdrawal from the college may be obtained from the Academic Achievement Center located in the Maxwell Library. Professional staff from the Academic Achievement Center will assist in completing the process, including the review of alternatives available to the student. Should the student leave the college without giving official notification, failing grades will be recorded for all courses. After the tenth week of classes, grades will be recorded for all classes and the withdrawal will not be effective until the last day of the semester.

Leave of Absence
Undergraduate students who wish to interrupt academic studies for one or two semesters (excluding the summer sessions), for financial, professional or personal reasons, need not officially withdraw from the college. Instead, students may take a one or two semester leave of absence by notifying the Academic Achievement Center no later than 30 days prior to the beginning of the first semester of leave. Such a leave of absence will not affect a student's academic standing, the program and degree requirements under which that student first matriculated, or one's future eligibility for financial aid or housing, provided that the returning student meets specified guidelines and deadlines for application for such services. Please consult the Financial Aid Office in advance to determine the effect of a leave on aid.

Readmission or Reinstatement Following Withdrawal From College
Undergraduates who withdraw from the college in good academic standing and wish to reenter the college must apply through the Registrar's Office. Such students are generally approved for reinstatement provided their application is filed well in advance of the semester in which they choose to return: not later than May 1 for fall semester readmission and not later than November 1 for spring semester readmission.

See the Undergraduate Admissions section of this catalog for information concerning readmission following academic separation.

Declaration of Major for Freshmen
All students who enter as freshmen must formally declare a major or choose the status of an undeclared major. The undeclared student should select a major by the end of the sophomore year. Freshmen may change their area of interest by obtaining the necessary forms from the Academic Achievement Center. Although early childhood, elementary education and special education majors may not be formally admitted into the teacher education program until the second semester of the sophomore year, they must confirm their continued interest in these majors by the same process used by the other freshmen for declaration of majors. In addition to their education program, students must also elect a major in the liberal arts.

Change of Major for Upperclassmen
Students may change majors at any time by obtaining a "change of major card" from the Academic Achievement Center, securing the signatures of the department chairpersons involved, and filing the completed card with the Academic Achievement Center.
DECLARATION/CHANGE OF CONCENTRATION
To elect a concentration, students must complete a Concentration Declaration Form in the Academic Achievement Center. Students may change their concentration at anytime by obtaining a “change of concentration card” from the Academic Achievement Center.

DECLARATION/CHANGE OF MINOR
In order to be enrolled in any minor offered by the college, a student must declare the intended minor on forms available from the Academic Achievement Center. Students may change their minor at anytime by obtaining a “change of minor card” from the Academic Achievement Center.

Students planning on being certified as secondary or middle school teachers should declare their minor in Secondary Education during their freshman or sophomore year.

Certification that the requirements of the minor have been met is made on the Degree Application Card by the department offering the minor. Students must achieve a minimum 2.0 cumulative average in declared minors for graduation.

CREDIT BY EXAMINATION
The college encourages qualified students to meet certain graduation requirements through “Credit by Examination.” Currently the college will award credit for successful completion of the College Level Examination Program’s (CLEP) general or subject area examinations. In addition, certain departments offer their own examinations for which credit can be awarded. Additional information can be obtained from the Office of Graduate and Continuing Education at (508) 531-1261.

See the Undergraduate Admissions section of this catalog for further information concerning credit by examination.

TRANSFER OF CREDIT AFTER ADMISSION
In order for undergraduates to receive credit for courses taken at other accredited institutions, approval must be obtained in advance.

Application forms are available in the Registrar’s Office. Applications for approval of a course from another institution should be accompanied by the appropriate catalog from that institution. Approval must be obtained prior to registering for class. It is the student’s responsibility to have official transcripts sent directly by the institution to the Registrar’s Office within six weeks after the completion of the course.

NOTE: Not more than 69 credits earned at a two-year institution and not more than 90 credits earned at a four-year institution may be accepted in transfer. Students who attain an associate’s degree from a two-year institution may not transfer additional credits even though they may have fewer than 69 credits. Grades for courses taken at an institution other than Bridgewater State College are not used in computing the student’s GPA.

ATTENDANCE POLICY
Students are responsible for satisfactory attendance in each course for which they are registered. Satisfactory attendance shall be determined by the instructor within the context of this policy statement. The approval of excused absences and the assignment of makeup work are the prerogative of the course instructor. The college Health Services does not make judgments about whether a student can attend class except in rare cases when attendance would be harmful to the student’s health or the health of others. In general, students will be excused without penalty for reasons such as illness, participation in official college events, personal emergencies and religious holidays. Students should consult with faculty members in advance of any absence whenever feasible.

NOTE: If a student fails to attend the first three class hours of a course, the instructor has the option of deleting the student from the class roll.

If a student has a concern with regard to the attendance policies or a faculty member has a concern about a student’s excessive absence, he or she should confer with the chairperson of the department.

MAKE-UP TESTS AND EXAMINATIONS
The procedure for making up an examination held during the semester is determined by the individual instructor or the department. If a student misses an examination, it is the student’s responsibility to notify the instructor immediately so that alternative arrangements may be made.

The privilege of making up a final examination will be granted only when the cause has been the serious
illness of the student or a member of his or her immediate family. All such excuses must be documented by a medical doctor and submitted to the instructor of the course.

**Intercollegiate Athletics Eligibility**
The following five rules govern intercollegiate athletics eligibility for most students attending Bridgewater.

1. A student-athlete must be a full-time undergraduate student.
2. A student-athlete must maintain a minimum of twelve (12) credit hours or the equivalent each semester.
3. A student-athlete must maintain a minimum grade point average (GPA) of 2.0.
4. A student-athlete must pass 24 credit hours (normal progress rule) or the equivalent in an academic year as a full-time student.
5. A student-athlete must sign the N.C.A.A. student-athlete statement concerning eligibility, a Buckley Amendment consent and drug testing consent.

Student-athletes are required to undergo both physical and orthopedic examinations prior to competing on intercollegiate teams. Specific information on these exams can be obtained either from the director of athletics or from the head athletic trainer.

In addition, there are very specific requirements which must be met by transfer students from other four-year institutions, transfer students from two-year or junior colleges and students who have been involved in multiple transfers. For information, please confer with the director of athletics.

On a case-by-case basis, a student enrolled in a part-time academic course load, as an accommodation to a documented disability, will not be excluded from participating in athletic programs. The student shall follow the normal petition and appeal processes through the director of athletics and recreation.
GRADUATE AND CONTINUING EDUCATION

Dr. Edward Minnock, (508) 531-1261
Dean, Graduate and Continuing Education

Paul Wright, (508) 531-1300
Associate Dean

Raymond Guillette, (508) 531-1300
Assistant Dean

The Office of Graduate and Continuing Education is responsible for the administration of all undergraduate and graduate courses and programs offered in the evening (after 4 PM), offered off-campus, and offered during the summer.

Students taking undergraduate courses during the evening (after 4 PM) will be governed by all policies and procedures related to the degree or program area of study for which they apply and are subsequently accepted. Please see the undergraduate section of this catalog for specific registration, program and course information. Nonmatriculated students may take individual courses for their own personal and professional growth and enrichment.

The Office of Graduate and Continuing Education at Bridgewater State College provides leadership, coordination and support for all academic departments engaged in graduate instruction. The graduate dean, the graduate faculty and the Graduate Education Council are responsible for the maintenance of appropriate standards for graduate degrees and certificates.

The primary objective of Bridgewater's graduate programs is to increase to an advanced level each graduate student's individual understanding of and competence in a designated field of study. By extending the student's area of knowledge, research skills and creative talents, the graduate programs of the college aim to increase the individual's ability to pursue and contribute to a satisfying career.

The Office of Graduate and Continuing Education is located in the Maxwell Library, ground floor, Park Avenue entrance. The office is open Monday through Friday from 9 AM to 5 PM. The office is open evenings when classes are in session. Contact the Office of Graduate and Continuing Education for evening hours at (508) 531-1300 or (508) 531-1261.

Persons interested in pursuing a master's degree, certificate of advanced graduate study (CAGS) or post baccalaureate licensure program on either a full-time or part-time basis should request appropriate application materials from the Office of Graduate and Continuing Education. Students are responsible for being aware of the general policies, procedures and requirements for graduate courses and programs outlined in the following pages prior to enrolling in courses carrying graduate credit.

For additional information relative to a specific undergraduate or graduate program, students should contact the appropriate department chairperson or graduate program coordinator in the department involved.

GRADUATE PROGRAMS

MASTER OF ARTS (M.A.)
Programs leading to the degree of Master of Arts are offered in the following areas:

- English
- Psychology

MASTER OF ARTS IN TEACHING (M.A.T.)
Programs leading to the degree of Master of Arts in Teaching are offered in the following areas:

- Biology
- Creative Arts
- English
- History
- Mathematics
- Physical Sciences
- Physics

MASTER OF EDUCATION (M.ED.)
Programs leading to the degree of Master of Education are offered in the following areas:

- Counseling
- Early Childhood Education
- Educational Leadership
- Elementary Education
- Health Promotion
- Instructional Technology
- Reading
- Special Education
MASTER OF PUBLIC ADMINISTRATION (M.P.A.)
The Master of Public Administration degree offers concentrations in the following areas:

- Financial and Personnel Administration
- Municipal and Regional Development and Management
- Nonprofit and Human Services Administration
- Public Safety Administration

MASTER OF SCIENCE (M.S.)
Programs leading to the degree of Master of Science are offered in the following areas:

- Computer Science
- Criminal Justice
- Physical Education

MASTER OF SCIENCE IN MANAGEMENT (M.S.M.)
The Master of Science in Management degree offers concentrations in the following areas:

- Accounting
- Marketing
- Organizational Development
- Technology Management

CERTIFICATE OF ADVANCED GRADUATE STUDY (C.A.G.S.)
A program leading to the CAGS in Education is offered in the following areas:

- Educational Leadership
- Reading
- Mental Health Counseling

DOCTOR OF EDUCATION (ED.D.)
A collaborative CAGS/Ed.D. program is offered in the areas of Educational Leadership and Reading with the University of Massachusetts-Lowell.

POST BACCALAUREATE LICENSURE PROGRAMS
Post baccalaureate licensure programs leading to initial licensure are offered in the following areas:

- Early Childhood Education
- Educational Leadership (LEAD)
- Elementary Education
- Health (Health, Family and Consumer Sciences)
- Physical Education
- Secondary Education (Middle School/High School/PreK-12 Specialist)
- Special Education

POST MASTER’S LICENSURE PROGRAMS
Post master’s licensure programs are offered in the following areas:

- School Guidance Counseling
- Instructional Technology

PROGRAMS FOR EDUCATIONAL PERSONNEL
All candidates for Massachusetts Educator Licensure are advised to check with their individual education departments or the School of Education and Allied Studies offices regarding proposed regulations changes which may have an impact on their licensure program.

Programs designed to lead to the licensure of educational personnel are available to qualified persons who have earned a bachelor’s degree and who are interested in one of the licenses listed.

To be eligible, individuals must be officially admitted by the Graduate Admissions Office and the School of Education and Allied Studies to an appropriate post baccalaureate or post master’s licensure program or to an appropriate Master of Arts in Teaching or Master of Education program. All of the programs listed have been approved by the Massachusetts Department of Education and include automatic licensure in a number of states, which have reciprocity agreements with Massachusetts.

Specific information regarding such programs is provided in this catalog under the School of Education and Allied Studies and appropriate departmental descriptions. For additional details regarding licensure program procedures and requirements, students should contact the appropriate program coordinator.

Licenses Offered:
1. Early Childhood (PreK-2)
2. Elementary (1-6)
3. Teacher of Visual Art (Pre-K-8)
4. Teacher of Visual Art (5-12)
5. Teacher of Biology (5-8)
6. Teacher of Biology (8-12)
7. Teacher of Chemistry (5-8)
8. Teacher of Chemistry (8-12)
9. Teacher of Earth Science (5-8)
10. Teacher of Earth Science (8-12)
11. Teacher of Physics (5-8)
12. Teacher of Physics (8-12)
13. Teacher of Dance (all)
14. Teacher of Theatre (all)
15. Teacher of English (5-8)
16. Teacher of English (8-12)
17. Teacher of Foreign Language – Spanish (5-12)
18. Teacher of History (5-8)
19. Teacher of History (8-12)
20. Teacher of Mathematics (5-8)
21. Teacher of Mathematics (8-12)
22. Teacher of Music (all)
23. Teacher of Physical Education (PreK-8)
24. Teacher of Physical Education (5-12)
25. Teacher of Health/Family and Consumer Sciences (all)
26. Reading Specialist (all)
27. Teacher of Students with Moderate Disabilities (PreK-8)
28. Teacher of Students with Moderate Disabilities (5-12)
29. Teacher of Students with Severe Disabilities (all)
30. Instructional Technology Specialist (all)
31. School Guidance Counselor (PreK-8)
32. School Guidance Counselor (5-12)
33. Administrator of Special Education (all)
34. School Business Administrator (all)
35. Supervisor/Director (all)
36. School Principal/Assistant Principal (PreK-6)
37. School Principal/Assistant Principal (5-9)
38. School Principal/Assistant Principal (9-12)
39. Superintendent/Assistant Superintendent (all)

Note: All graduate students seeking licensure and enrolling in upper-level courses in the School of Education and Allied Studies must be officially accepted by the Office of Graduate and Continuing Education and the School of Education and Allied Studies.

CONTINUING EDUCATION

CERTIFICATE PROGRAMS

Both undergraduate and graduate certificate programs are available for students who are interested in obtaining certain basic skills and competencies in a particular area of study. Admission to graduate certificate programs is limited to students who have an earned baccalaureate degree. Courses completed in both undergraduate and graduate certificate programs may be applied to degree programs as long as they satisfy certain transfer guidelines.

UNDERGRADUATE CERTIFICATE PROGRAMS

Accounting
Finance
Management
Marketing Management
Operation Management

GRADUATE CERTIFICATE PROGRAMS

Graduate certificate programs are offered in the following areas:

Accounting
Finance
Geotechnology
Information Systems Management
Instructional Technology
Management
Marketing Management

For application materials and information on Certificate Programs contact the Office of Graduate and Continuing Education at (508) 531-1300.

GRADUATE ADMISSIONS

ADMISSION STANDARDS

POST BACCALAUREATE LICENSURE PROGRAMS

Students seeking admission to a post baccalaureate initial licensure program must hold a bachelor's degree from a four-year institution of acceptable standing.

Applicants to the Accelerated Post Baccalaureate (APB) licensure program should refer to the Secondary Education and Professional Programs section of this catalog for admission criteria. Applicants to other post baccalaureate programs must meet the following criteria in order to be admitted by the Graduate Admissions Office:

1. a 2.8 undergraduate GPA
2. three appropriate letters of recommendation
3. a qualifying score on the Communication and Literacy Skills portion of the Massachusetts Test for Educator Licensure (MTEL™).
MASTER’S DEGREE PROGRAMS

Please note that certain graduate programs (for example, counseling, psychology and public administration) have additional admissions requirements, which are outlined in the appropriate departmental section of the catalog.

Students seeking admission to a program leading to a master's degree must hold a bachelor's degree from a four-year institution of acceptable standing. (College seniors may be admitted on a conditional basis, pending receipt of their degree.) Master's degree applicants (excluding Master of Science in Management candidates) must meet the following criteria in order to receive a “clear admit” (full graduate student status):

1. A 2.75 undergraduate GPA based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years.

2. A composite score of 900 on the quantitative and verbal parts of the GRE General Test.

3. A rating of 1 (on part IV) on the three letters of recommendation (with 1 being the highest rating on the scale). At least two of the recommendations should be from professors and the third letter of recommendation could be from a professional employer.

4. Candidates for education programs leading to initial licensure need to provide a qualifying score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure (MTEL™).

Conditions that must be met to move from conditional to full graduate student status:

1. In those programs in which it is required, the student must enroll in GP 501 Graduate Program Planning and meet with his or her adviser who will recommend three graduate courses that must be taken at Bridgewater State College.

2. The student must attain a GPA of at least 3.0 after completion of the three required courses.

If a student attains a GPA of at least 3.0 after completing the courses, he or she will be moved to full graduate student status. If a student does not earn a GPA of at least 3.0 after completing the courses, he or she will automatically be dismissed.

CAGS AND POST MASTER’S LICENSURE PROGRAMS

Students seeking admission to a post master's licensure program must hold a master's degree from an accredited institution and must meet the following criteria in order to be admitted to the Graduate School:

1. 3.0 graduate GPA
2. three appropriate letters of recommendation.
3. a qualifying score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure (MTEL™) is required of candidates for education programs leading to initial licensure.

APPLICATION PROCEDURES

The Graduate Office presently admits students during the fall, spring and summer semesters of each year. An application is not complete unless all of the appropriate documents indicated below have been received by the Graduate Admissions Office on or before the appropriate application deadline:

- October 1 for November admission
- December 1 for February admission
- March 1 for May admission
- June 1 for August admission

Applicants who do not meet the “Clear Admit” status will be granted a “Conditional Acceptance” if they meet the following criteria:

1. A 2.5 undergraduate GPA based upon four years of work or a 2.75 undergraduate GPA based upon work completed during the junior and senior years.

2. A composite score of 600-899 on the quantitative and verbal parts of the GRE General Test.

3. A rating of at least 2 on the three letters of recommendation (with 1 being the highest rating on the scale). At least two of the recommendations should be from professors and the third letter of recommendation could be from a professional employer.
Applicants who have questions regarding graduate application procedures and deadlines should contact the Graduate Admissions Office. Telephone (508) 531-2490.

It is the responsibility of the student to make certain that all application documents are received on time. Applicants should indicate a specific degree or licensure program (and also the area of study) when they request application forms. Any student who has filed material for admission to a given graduate program or area of study, and subsequently decides to apply for admission to another program or area of study, should consult the paragraph on "Changes in Program" in this section of the catalog.

Certain programs require a formal interview with the program coordinator. Please consult the department requirements presented in this catalog.

Applicants to the graduate program should make certain that the material listed below is on file in the Graduate Admissions Office. Application forms with fee payments and all other correspondence and application material should be sent to the Graduate Admissions Office, Bridgewater State College, Bridgewater, Massachusetts 02325.

1. **Graduate application form and application fee of $50. (The application fee for the Accelerated Post Baccalaureate (APB) licensure program is $100.)**
   Application forms may be obtained from the Graduate Admissions Office. Checks for the $50.00 Graduate Admissions application fee should be made payable to Bridgewater State College and submitted to the Graduate Office along with the program application form.

   Students may also apply online utilizing Bridgewater State College's Electronic Graduate Application Form at www.bridgew.edu.

2. **An official copy of all undergraduate and graduate transcripts.**
   Official transcripts must be sent directly to the Graduate Admissions Office and must bear the seal of the college. Applicants who have attended more than one undergraduate college and/or graduate school should arrange to have transcripts of all course work, including grade results, sent directly to the Graduate Office. Graduates of Bridgewater State College and persons who have taken nondegree credit at the college should request the Registrar's Office to send transcripts to the Graduate Admissions Office.

Applicants who have successfully completed graduate courses, as well as those who hold a degree(s) in addition to the baccalaureate, must fulfill all application requirements as set forth in this catalog. The successful completion of graduate courses prior to application shall not obligate the academic department or the Graduate Admissions Office to recommend an applicant for acceptance.

3. **Letters of recommendation.**
   Three letters of recommendation are required for all programs with the exception of the Master of Science in Management which requires two recommendations.

   Candidates for the M.Ed. in Counseling Program should consult that program's section of this catalog for specific instruction with regard to recommendations.

   Forms for recommendations are available at the Graduate Admissions Office. In general, only letters of recommendation submitted on these forms and sent by the reference directly to the Graduate Office will be accepted. These letters provide an estimate of the applicant's ability to pursue successfully a program in the proposed field or concentration. For M.A.T. and M.Ed. applicants at least two letters must be from the faculty who have taught the student at the collegiate level (undergraduate or graduate). The third letter may be from an appropriate employer or school administrator for whom the applicant has taught. For M.A. and M.S. applicants at least two letters must be from persons who have taught the student in the appropriate area of concentration. The third M.A. letter may be from any faculty member who has taught the student at the collegiate level or from an appropriate employer or school administrator for whom the applicant has taught.

Candidates for the M.Ed. in Counseling should consult the Counseling section of this catalog for specific admission instructions regarding letters of recommendation.
4. Graduate Record Examination — Master’s Degree candidates, School of Arts and Sciences, and School of Education and Allied Studies.

Master’s degree applicants to the School of Arts and Sciences and the School of Education and Allied Studies are required to submit the results of the GRE General Test. Applicants must arrange to have their official score report sent directly from the Educational Testing Service to the Graduate Admissions Office. Bridgewater State College’s CEEB code is **R3517**. Photocopies and scores submitted by the applicant are not acceptable. Information relative to the Graduate Record Examination may be obtained from the Graduate Admission Office or online at [www.GRE.org](http://www.GRE.org).

Applicants may register for the GRE at Bridgewater State College’s Testing Center. For additional information or to schedule a test, call (508) 531-1780. Students who have an earned master’s degree are exempt from the GRE requirement.

5. Graduate Management Admission Test (GMAT).

Master of Science in Management applicants are required to submit GMAT scores. Applicants must arrange to have an official score report sent directly from the Educational Testing Service. Bridgewater State College’s college CEEB code is **R3517**. Photocopies and scores submitted by the applicant are not acceptable. Information pertaining to the GMAT may be obtained from the Graduate Admissions Office or online at [www.GMAT.org](http://www.GMAT.org).

Candidates may take the examination at Bridgewater State College’s Testing Center. For information or to schedule a test, call (508) 531-1780.

6. Test of English as a Foreign Language (TOEFL).

All applicants from countries where English is not the official language must also provide scores from TOEFL examination. Ordinarily, only students with TOEFL scores of 213 (computer-based total) or better will be considered for admission.

Candidates may take the examination at Bridgewater State College’s Testing Center. For information or to schedule a test, call (508) 531-1780.


Applicants must provide a qualifying score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure (MTEL) as a graduate admission requirement, if applying to one of the following education programs:

- all post baccalaureate initial teacher licensure programs (Applicants to the Accelerated Post Baccalaureate (APB) licensure program must also submit a qualifying score on the appropriate MTEL subject test);
- all M.Ed. and CAGS programs leading to initial administrator licensure;
- all M.Ed., post master’s and CAGS programs leading to initial support service licensure: e.g. instructional technology specialist, school guidance counselor.

8. Additional departmental requirements.

There may also be special departmental requirements relative to the application, such as an interview. Such requirements, if any, are to be found under each department’s description of its graduate program(s).

**Action by the Department**

All completed applications are sent to the academic department in which the applicant proposes to concentrate. After reviewing these applications, departments make recommendations to the Graduate Admissions Office.

**Action by the Graduate Admissions Office**

The Graduate Admissions Office, after reviewing the recommendations of the academic department, notifies the applicant of the action taken.

**Graduate Advisers and Program Planning**

Each graduate student who is accepted is assigned an adviser(s) in the student’s area of study. Students in a number of programs are required to enroll in the following program planning course, in addition to completing minimum credit requirements in their program. Students should consult specific program requirements to see if this course is required.
GP 501 Graduate Program Planning 1 graduate credit
The planning and development of a coherent program of graduate study appropriate to the student’s academic and professional background and objectives. Graduate students who have been accepted into a master’s degree or CAGS program should enroll under the direction of their adviser(s) immediately after acceptance by the Graduate Admissions Office and prior to enrolling in any additional courses. For details, students should contact their adviser.

All accepted students will receive from the Graduate Admissions Office copies of the form Graduate Program Proposal. Students are required to have a completed copy of this form sent to the Graduate Office when applying to graduate.

CHANGE IN PROGRAM
Any request to change from one graduate program to another must be made prior to the deadline for receiving completed applications as indicated in the college calendar. Students wishing to change programs should request the Graduate Admissions Office in writing to review their file to determine what additional material needs to be submitted. Appropriate credits earned prior to a program change may be transferred to the new graduate program with the approval of the new adviser.

GENERAL POLICIES AND PROCEDURES
Students are responsible for all information given in the latest edition of the catalog. Students who have questions regarding the graduate regulations presented in this catalog should contact the Office of Graduate and Continuing Education.

Graduate students who experience problems pertaining to graduate policies, including academic performance, program requirements or other academic issues, may petition to have the matter considered through the Office of Graduate and Continuing Education’s established review process:

1. Submit a written appeal to the course instructor if the issue is course-related or to the academic adviser if the matter is program related.

2. If unresolved, submit a written appeal to the department graduate program coordinator.

3. If unresolved, submit a written appeal to the dean of Graduate and Continuing Education.

4. The dean of Graduate and Continuing Education will submit graduate student petitions to the Graduate Education Council for review. (The Graduate Education Council is comprised of representatives from the college’s graduate faculty, administrators and graduate student body.)

GRADING SYSTEM
Graduate course achievement will be rated A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), F (0), W (Withdrawn), IN (Incomplete) or AU (Audit).

The following courses are graded on a P (Pass)/F (Fail) basis:
GP 501 Graduate Program Planning
ED 534 Clinical Experience
SA 681 CAGS Extern
SA 682 CAGS Extern II
PO 506 Public Administration Module

CHANGE OF GRADE
If a student believes that a mistake was made in the original grade recorded for a course, the student may petition the instructor for a change of grade no later than the last day of final exams in the academic semester following that in which the grade was recorded. A change of grade will not be considered after this time.

ACADEMIC PROBATION
Any matriculated or non-matriculated graduate student whose cumulative GPA falls below 3.0 will be notified that he or she is on probation.

ACADEMIC DISMISSAL
Any matriculated or non-matriculated graduate student who has a cumulative GPA below 3.0 for more than two semesters is subject to academic dismissal.

ACADEMIC AVERAGE FOR GRADUATE DEGREES
In the courses which a graduate student offers to satisfy degree requirements the minimum standard for satisfactory work is a 3.0 average.
Satisfactory or Reasonable Progress
Graduate students must make satisfactory or reasonable progress toward completion of a degree program within the college's statute of limitations. A student who is not making such progress is subject to separation from the program.

Statute of Limitations—Program and Courses
All graduate program requirements, including the comprehensive examination, must be completed within six years of the date of the student's acceptance. In addition, no graduate course offered for master's degree or CAGS credit may be more than six years old at the time program requirements are completed.

Course Loads
Full-time graduate study for master's degree and CAGS students is defined, for academic purposes only, as being enrolled in nine or more graduate credits in a given term. To be considered full-time, post baccalaureate program students must carry a course load of at least 12 credits each semester, as defined under “Course Loads” in the Undergraduate Academic Policies section of this catalog.

Full-time graduate students may register for up to 15 credits during the fall and spring terms, and up to six credits during each of the two summer sessions. Students wishing to register for more than the maximum credit load must receive permission in writing from their graduate adviser and program coordinator.

All full time students must show proof of immunization against childhood illnesses. The following are required:

- At least one dose of mumps, and rubella vaccine given at or after 12 months of age;
- At least two doses of live measles vaccine given at least one month apart at or after 12 months of age and after 1967;
- A booster dose of tetanus/diptheria within the last 10 years

The Health Services staff can assist you in meeting the requirements by offering immunizations and advice on how to be compliant with the law. Failure to comply places future registration for classes on hold until all requirements are met.

Please call the Health Service at (509) 531-1252 to arrange an appointment.

Graduate and Undergraduate Credit
Courses at Bridgewater with 500 and 600 level numbers carry graduate credit and are open only to graduate students.

An undergraduate may request to enroll in a 500 level course for undergraduate credit. Approval is based upon the following criteria:

- The student must be a senior in his/her last semester of coursework.
- The student's GPA must be a 3.5 or higher.
- The student's written request must be approved by the student's major department, school dean and the dean of Graduate and Continuing Education.

An undergraduate may request to enroll in a 500 level course for graduate credit. Approval is based upon the above criteria; in addition, the student must have completed 120 degree credits.

Certain 400 level courses may be taken for either graduate or undergraduate credit. Graduate and Continuing Education guidelines for faculty teaching these courses indicate that advanced work should be required of graduate students. The guidelines recommend that more rigorous examinations and more sophisticated term papers should be expected to take into account the different quantitative and qualitative standards associated with graduate study.

Program and Course Prerequisites
Program prerequisites may be required to ensure adequate preparation for graduate work in the area of study. In certain cases, these prerequisites may be fulfilled after the applicant's acceptance by the Graduate Admissions Office. Certain advanced courses require that students have completed specific prerequisite courses.

Transfer Credit
Transfer credit at the graduate level is defined at Bridgewater to include two distinct credit situations. First, transfer credit is defined as being any appropriate graduate credit taken at Bridgewater State College or at another accredited institution prior to acceptance to a Bridgewater graduate program. This credit includes
appropriate graduate credit earned in courses in which
the student is enrolled at the time of acceptance.
Second, transfer credit is defined to include appropriate
graduate credit taken at an accredited institution
other than Bridgewater State College after acceptance
to a Bridgewater graduate program. It should be noted,
however, that of the total number of credits offered for
the degree, taken both prior to and after acceptance,
not more than six can be transferred from other
graduate schools. All courses to be used as transfer
credit in a graduate program must have the approval of
the adviser and be recorded on the student's Graduate
Program Proposal. Details regarding the matter of
transfer credit as it applies to Bridgewater's master's
degree and CAGS program are provided below.

Transfer Credit — Master's Degree and CAGS
Programs
A student who has enrolled in appropriate courses at
Bridgewater or at another accredited institution prior
to acceptance by the Office of Graduate Admissions
may request that up to 12 graduate credits be accepted
in partial fulfillment of degree requirements. These
credits include any credits earned in courses in which
the student is enrolled at the time of acceptance. It
does not include prerequisites. Approval is subject to
the following conditions: 1) that not more than six of
the 12 credits being transferred are from an accredited
institution other than Bridgewater State College; 2)
that a grade of B- or better has been earned in all
courses being transferred; and 3) that courses being
transferred have not been used to fulfill the require-
ments of another degree or certificate. A form entitled
Petition for Acceptance of Transfer Credit is sent to
the student by the Graduate Office at the time of accep-
tance. If courses enrolled in prior to acceptance are to
be applied toward fulfillment of requirements for a
master's degree or CAGS program, it is the student's
responsibility to submit the approved transfer credit
form to the Graduate Office after completing GP 501
Graduate Program Planning. All transfer courses are
subject to the regulations governing time limits — no
graduate course offered for the degree may be more
than six years old when degree requirements are
completed.

After a student has been admitted to a master's degree
program, a maximum of six graduate credits of grade B
or better, taken at an institution accredited at the
graduate level other than Bridgewater State College,
may be transferred if approved by the adviser. No more
than six credits can be transferred from other graduate
schools. An official transcript of courses taken at
another institution after acceptance must be sent
directly to the Bridgewater State College Graduate
Admissions Office.

Incomplete
An incomplete may be given at the discretion of the
instructor. The time by which missing work must be
made up, both in graduate and undergraduate courses,
is also at the discretion of the instructor; however, this
time period may not extend beyond the last day of
classes of the academic semester following that in
which the incomplete was earned. Courses that are not
successfully completed by this deadline will automati-
cally be changed to a grade of “F” (Failure). Candidates
for graduation should note, however, that all work must
be completed prior to graduation, including resolution
of any grades of incomplete, since as of the date the
degree is conferred the record is finalized.

Course Registration
Prior to the registration period for the fall, spring and
summer semesters, a Course Schedule is published by
the Registrar's Office in Boyden Hall.

Graduate course work is offered on either a full-time
or part-time basis. Students should realize that it is not
possible to set an absolute deadline for completing a
graduate program, due to such factors as the college's
need to reserve the right to cancel any course for
which there is insufficient enrollment and departments'
need to offer courses on a rotating basis.

Withdrawal
Withdrawal from Courses
If, for some reason, a student wishes to withdraw from
a course after the drop/add period, written permission
must be secured on forms provided by the Registrar's
Office. Only if such a form is filed in the Registrar's
Office within the first five weeks of a semester course,
may the grade of "W" be recorded. A student who
withdraws between the fifth week and the tenth week
of a semester course will be assigned a grade of WP or
WF. In all other instances a grade of "F" shall be given.
Normally, no student will be permitted to withdraw from a
semester-long course after the tenth week of classes or after the
fifth week of a quarter course.
Withdrawal from the College
Students who decide to withdraw from a graduate program should notify the Graduate Office of their intentions in writing as soon as possible. (Students should also consult course withdrawal procedures and refund policies indicated elsewhere in the catalog.)

Course Drops and Adds
The Drop/Add Schedule is as follows:
- The Drop/Add period for 15-week semester courses ends after the 6th weekday of the semester.
- The Drop/Add period for 7-week quarter courses ends after the 3rd weekday of the quarter.
- The Drop/Add period for 5-week summer courses ends after the 3rd weekday of the session.
- The Drop/Add period for 10-week summer courses ends after the 5th weekday of the session.
- The Drop/Add period for non-regular courses ends one weekday after the first class meeting. However, students cannot add intensive — e.g., weekend or one-week — courses after the first class meeting.

No adds or drops will be permitted after these deadlines. Drop/Add forms are available at the Registrar’s Office during the drop/add period. It is advisable that students discuss changes in their schedule with their adviser.

If students fail to drop courses appropriately, a grade of “F” will be entered on their academic record. This grade will be used in computing the GPA.

Deadlines
Students are reminded to consult the annual college calendar for deadlines and dates relative to such matters as admissions, comprehensive examination requests, and application to graduate. This calendar is printed in the college catalog and Course Schedule.

Change of Name and/or Address
Students should promptly notify the Registrar’s Office of any change in name or address by using the appropriate form. Forms are also available at the Office of Graduate and Continuing Education and may be printed from the college website www.bridgew.edu/depts/registr/changename.pdf

Graduate Assistantships
The Graduate Office offers a number of graduate assistantships in areas associated with the college’s graduate programs. Only those who have been accepted into a Bridgewater State College graduate program are eligible to be awarded a graduate assistantship. Application forms may be obtained from the Graduate Office. Completed assistantship applications should be returned to the appropriate academic or administrative department. Applicants who are awarded an assistantship will receive a letter of appointment from the Office of Graduate and Continuing Education.

Graduate assistants receive a stipend for the academic year (September-June). Assistants will also receive tuition and fee remission for up to nine credits of course work during each of the fall and spring semesters, and for up to six credits of course work during the summer session(s). The tuition and fee waiver applies only to Graduate and Continuing Education courses which are offered after 4 PM and during the summer. Graduate assistants are expected to work a minimum of 20 hours per week.

For information regarding additional forms of financial assistance, see the Financial Aid section of this catalog.

Independent Study
Each department’s graduate offerings include two courses in which a student who has been accepted in a graduate program and who meets the course prerequisites can pursue independent study under the direction of a faculty adviser.

502 Research (credit to be arranged) — Original research undertaken by the graduate student in his or her field. The student’s investigations ordinarily culminate in a thesis. The number of credits awarded for the research may vary, and the student may repeat the course until a maximum of nine credits in an M.A. program and six credits in an M.A.T., M.Ed., M.S. or CAGS program is earned toward the minimum credit requirements for the degree or certificate.

503 Directed Study (credit to be arranged) — This course is designed for the graduate student who desires to study selected topics in his or her field. Directed study may not be used to substitute for courses which are required in the program or to study topics which are covered in required or elective courses in the program. The number of directed studies approved by the dean in a given academic year will be limited due to both academic and budgetary reasons.
Directed study follows the same registration procedures as all other academic course work on campus; that is, arrangement for directed study must take place prior to the time of registration with all forms completed and on file at the appropriate departmental office. Enrollment in directed study is limited to students who have been accepted to a graduate program at Bridgewater State College and who have completed a minimum of 15 approved graduate credits.

**Thesis**

Graduate students submitting a thesis have a thesis committee, which is comprised of at least three faculty members, including a thesis committee chairperson appointed by the graduate program coordinator. All thesis committee appointments should follow consultation with the student’s adviser and the student.

Students should refer to the course entitled Research (which appears in the catalog under their major department and in this section under Independent Study) and consult with the adviser, relative to the matter of earning credit for research done in conjunction with a thesis. Students must be enrolled in Research during any period in which a faculty member is directing the thesis.

Three unbound copies of the approved thesis must be submitted to the Graduate Office not later than the completion of all other degree requirements. Each copy must contain an abstract of the thesis. The Graduate Office arranges for the binding of theses. A fee of $12.00 per copy is charged. Checks should be made payable to Bridgewater State College and submitted to the Graduate Office.

**Exit Requirements**

In order for a student to exit from a graduate program, he or she must satisfactorily complete all credit requirements, and, in most programs, pass a comprehensive examination.

**Comprehensive Examination**

In most programs, graduate students must take a comprehensive examination that reflects the full range of their program. The design of the comprehensive examination must show a relationship to the program and to the program's exit seminar. It is based upon the student's major area(s) of study, as well as related areas, and may include work done on a thesis. Students must give evidence that they can integrate information and ideas from the various areas in which they have studied. The examination may be written and/or oral, as determined by the student's department.

In order to be eligible for a comprehensive examination, the student should have completed all of the necessary course work specified by the major department. A student who plans to take the comprehensive examination should file the Graduate Office form entitled Examination Request, together with a nonrefundable comprehensive examination fee of $60.00 for master’s degree candidates and $75.00 for CAGS candidates. Checks should be made payable to Bridgewater State College and submitted to the Office of Graduate and Continuing Education. The form should be completed and filed along with the fee on or before the appropriate application deadline: October 1 for November Comprehensive Examinations, February 1 for March/April Comprehensive Examinations. Ordinarily, comprehensive examinations are given during the months of November and March/April.

All students who take the comprehensive examination will be notified of the results by mail in a timely fashion.

Students who fail the comprehensive examination shall be given one further opportunity to pass. The student should meet immediately with the faculty adviser or designated person to review weaknesses of the student’s performance, and a prescribed program of study should be designed to help guide the student to prepare for the second examination. After the student has made substantial progress in the additional work prescribed by the department, the student will be allowed the choice of either an oral or written examination when retaking the comprehensive.

**Application to Graduate**

Students who are nearing the completion of their graduate program requirements and who plan to receive a master’s degree or CAGS in January, May or August, should request from the Graduate Office the form Application to Graduate. This form should be completed by the student and filed, together with the candidate’s Graduate Program Proposal, approved by the faculty adviser, in the Graduate Office on or before the appropriate application deadline:

- October 1 for January Graduation
- February 1 for May Graduation
- June 1 for August Graduation
Failure to file before the deadline may postpone degree conferral. A nonrefundable commencement fee of $11.00 is required at the time of filing the Application to Graduate. Checks should be made payable to Bridgewater State College and submitted to the Graduate Office.

No degree or certificate will be conferred and no graduate transcripts will be issued unless all tuition and fees have been paid in full.

Diplomas are awarded at the winter and spring commencements and also at the end of August.

GRADUATE PROGRAM REQUIREMENTS

MASTERS OF ARTS

General Requirements — A minimum of 30 approved graduate credits is required for the Master of Arts (M.A.) degree. All credits must have the adviser’s endorsement. A thesis is optional in Master of Arts programs. For additional details, students should consult appropriate departmental sections of the catalog for specific program requirements for the degree. At least one-half of the degree credits should be earned in courses limited to graduate students (500 level).

MASTERS OF ARTS IN TEACHING

The Master of Arts in Teaching degree was developed for high school and middle school subject area teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. The M.A.T. program is designed to meet the “appropriate master’s degree” requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent DOE licensure regulations. This degree program will also appeal to secondary school teachers who already hold a standard level or professional license and want to acquire additional knowledge and a master’s degree in the discipline.

Students needing initial licensure should refer in this section of the catalog to the program entitled “Accelerated Post Baccalaureate Program (APB): Initial Licensure for Secondary (Subject Areas: 8-12) and Middle Level (Subject Areas: 5-8) Teachers”. Students seeking licensure should also consult the section of this catalog entitled School of Education and Allied Studies for information pertaining to licensure, admission to and retention in Professional Education, as well as important institutional deadlines.

General Requirements — A minimum of 33 approved graduate credits is required for the M.A.T. degree, which is offered through the Department of Secondary Education and Professional Programs and the academic departments of the college. For program and course details, students should consult the M.A.T. information listed in this catalog under the Department of Secondary Education and Professional Programs and under the appropriate academic department.

MASTER OF EDUCATION

The Master of Education (M.Ed.) degree is designed for persons with a wide variety of academic and professional objectives. Students are encouraged to consult specific M.Ed. program descriptions in this catalog.

General Requirements — A minimum of 30 to 36 approved graduate credits, depending upon the program, is required for the Master of Education degree. For program and course details, students should consult the appropriate departmental section of this catalog. Degree credits must have the endorsement of the adviser. At least one-half of the degree credits should be earned in courses limited to graduate students (500 level).

Licensure Information — A number of Bridgewater’s Master of Education programs have been approved by the Massachusetts Department of Education for the licensure of educational personnel. Specific information regarding such programs is provided in this catalog under the School of Education and Allied Studies and appropriate departmental program descriptions. For additional details regarding certification program procedures and requirements, students should contact the appropriate graduate program coordinator.

MASTER OF PUBLIC ADMINISTRATION

The Master of Public Administration (M.P.A.) degree provides professional education to prepare persons for leadership roles in public administration and public affairs. Program details are provided in the graduate program section under Political Science in this catalog.

MASTER OF SCIENCE

General Requirements — A minimum of 30 approved graduate credits is required for the Master of
Science (MS) degree. All credits must have the adviser’s endorsement. A thesis is optional in certain Master of Science programs. For additional details, students should consult appropriate departmental sections of the catalog for specific program and course requirements for the degree. At least one-half of the degree credits should be earned in courses limited to graduate students (500 level).

**Master of Science in Management**
The Master of Science in Management (MSM) degree prepares students to apply systems thinking to managerial problems, direct large scale projects, and lead people and organizations through complex change. Program details are provided in the *School of Management and Aviation Science* section in this catalog.

**Certificate of Advanced Graduate Study (CAGS)**

**General Requirements** — A minimum of 30 approved graduate credits is required for the CAGS. Courses taken for the CAGS may not repeat work previously accomplished by the student in either his or her undergraduate or graduate degree work. At least one-half of the CAGS credits must be earned in courses limited to post master’s students (600 level).

Currently, the college offers a program leading to a Certificate of Advanced Graduate Study (CAGS) in Education with concentrations in counseling, educational leadership and reading. For details, students should consult the counseling, educational leadership and reading program sections of this catalog.

**Collaborative CAGS/Ed.D. Program**
There is now a transfer agreement between Bridgewater State College, which offers the Certificate of Advanced Graduate Study (CAGS) (see above), and the University of Massachusetts-Lowell, which offers the Doctor of Education (Ed.D.) degree. Further program information is provided in the *School of Education and Allied Studies* section of this catalog.
Art
Biology
Chemical Sciences
Communication Studies and Theatre Arts
Earth Sciences and Geography
English
Foreign Languages
History
Mathematics and Computer Science
Music
Philosophy
Physics
Political Science
Psychology
Social Work
Sociology, Anthropology and Criminal Justice

Dr. Howard London
Dean, School of Arts and Sciences

Academic Departments
Art
Dr. Roger Dunn, Chairperson
Biological Sciences
Dr. Hardy Moore, Chairperson
Chemical Sciences
Dr. Frank Gorga, Chairperson
Communication Studies and Theatre Arts
Dr. Arthur Dirks, Chairperson
Earth Sciences and Geography
Dr. Peter Saccocia, Chairperson
English
Dr. Evelyn Pezzulich, Chairperson
Foreign Languages
Dr. Atandra Mukhopadhyay, Chairperson
History
Professor Jean Stonehouse, Chairperson
Mathematics and Computer Science
Assistant Professor Richard Quindley, Chairperson
Music
Dr. Steven Young, Chairperson
Philosophy
Dr. Edward James, Chairperson
Physics
Dr. Jeffrey Williams, Chairperson
Political Science
Dr. Michael Kryzanek, Chairperson
Psychology
Dr. Elizabeth Englander, Chairperson
Social Work
Dr. Lucinda King-Frode, Chairperson
Sociology, Anthropology and Criminal Justice
Dr. Walter Carroll, Chairperson
UNDERGRADUATE PROGRAMS

The School of Arts and Sciences offers undergraduate programs leading to the Bachelor of Arts or Bachelor of Science degree in the areas listed below. Listed beneath each department are the concentrations it offers. Concentrations are programs of study within the major with their own subset of requirements. Only students selecting the major field of study may complete a concentration within that major. The completed concentration is indicated on the student’s transcript.

<table>
<thead>
<tr>
<th>Anthropology</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Anthropology</td>
<td>English Education Writing</td>
</tr>
<tr>
<td>Public Archaeology</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
</tr>
<tr>
<td>Crafts</td>
<td>Geography</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>General</td>
</tr>
<tr>
<td>Graphic Design</td>
<td>Environmental Geography</td>
</tr>
<tr>
<td>Biology</td>
<td>Geotechnology</td>
</tr>
<tr>
<td>Biomedical</td>
<td>Regional &amp; Economic Planning</td>
</tr>
<tr>
<td>Cell/Molecular</td>
<td></td>
</tr>
<tr>
<td>Environmental</td>
<td>History</td>
</tr>
<tr>
<td>General</td>
<td>Military History</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>Music</td>
</tr>
<tr>
<td>Environmental Chemistry</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Professional Chemistry</td>
<td>Applied Ethics</td>
</tr>
<tr>
<td>Chemistry/Geology</td>
<td>Physics</td>
</tr>
<tr>
<td>Communications Studies</td>
<td>General Physics</td>
</tr>
<tr>
<td>and Theatre Arts</td>
<td>Professional Physics</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>Political Science</td>
</tr>
<tr>
<td>Dance Education</td>
<td>American Politics</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>International Affairs</td>
</tr>
<tr>
<td>Theatre Education</td>
<td>Legal Studies</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Psychology</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>Industrial-Organizational Psychology</td>
</tr>
<tr>
<td>Earth Sciences</td>
<td>Medical – Health Psychology</td>
</tr>
<tr>
<td>General</td>
<td>Social Work</td>
</tr>
<tr>
<td>Environmental Geoscience</td>
<td>Sociology</td>
</tr>
<tr>
<td>Geology</td>
<td>Third World Studies</td>
</tr>
<tr>
<td></td>
<td>Spanish</td>
</tr>
</tbody>
</table>

The decision as to whether to award the degree of Bachelor of Arts or the degree of Bachelor of Science shall be consistent with the standards in the student’s major field as determined by the major department.

In cases where students with double majors are eligible for a BA, BS and/or BSE, degree the student will select which major department will make the decision regarding which degree the student will be awarded.

Students are advised to consult with their department chairperson or major adviser early in their academic career, but not later than the end of the sophomore year, in order to select a major and to be certain that course selection will allow graduation with the desired degree.

UNDERGRADUATE MINORS

In the School of Arts and Sciences the following minors in specific disciplines or interdisciplinary areas are offered:

- American Studies
- Anthropology
- Art
- Art History
- Asian Studies
- Biochemistry
- Biology
- Canadian Studies
- Chemistry
- Communication Studies
- Computer Science
- Dance
- Earth Sciences
- English
- Geography
- Geophysics
- History
- Irish-American Studies
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Public History
- Public Relations
- Radio and Television
- Operation and Production
- Russian and East European Studies
- Social Welfare
- Sociology
- Spanish
- Theatre Arts
- Urban Affairs
- Women’s Studies

Bachelor of Arts/Bachelor of Science

The Bachelor of Arts and Bachelor of Science degree programs allow students to select from a number of areas and provide preparation for high school teaching (if secondary education is elected as a minor), graduate school, and fields of endeavor related to the major area of study.
GRADUATE PROGRAMS

Graduate programs leading to the Master of Arts, Master of Arts in Teaching, Master of Public Administration and Master of Science degrees are offered in the following fields:

**Master of Arts**
- English
- Psychology

**Master of Arts in Teaching**
- Biology
- Creative Arts
- English
- History
- Mathematics
- Physical Sciences
- Physics
- Speech Communication and Theatre

**Master of Public Administration**
*Concentrations:*
- Financial and Personnel Administration
- Municipal and Regional Development and Management
- Nonprofit and Human Services Administration
- Public Safety Administration

**Master of Science**
- Computer Science
- Criminal Justice

Additional information regarding graduate programs, including application procedures and academic requirements, may be found in the *Graduate and Continuing Education* and appropriate departmental sections of this catalog.

**DEPARTMENTAL COURSE DESCRIPTIONS**
See the *Course Descriptions* section of this catalog for departmental course descriptions.
ART

Faculty

Chairperson: Professor Roger Dunn

Professors: John Droge, Joan Hausrath, William Kendall, Mercedes Nunez, Stephen Smalley

Associate Professor: Dorothy Pulsifer

Assistant Professors: Rob Lorenson, Brenda Molife, Preston Saunders, Beatrice St. Laurent

Department Telephone Number: (508) 531-1359

Web site: www.bridgew.edu/depts/art

Degree Programs

• BA in Art
  Concentrations: Crafts, Fine Arts, Graphic Design
• MAT - Creative Arts

Undergraduate Minors

• Art
• Art Education
• Art History

Undergraduate Programs

Bachelor of Arts

The Department of Art offers four areas of study:
  Fine Arts Concentration
  Graphic Design Concentration
  Crafts Concentration
  Art Education program of study

The undergraduate program offers a broad-based training in the visual arts. In addition to coursework, internships give first-hand experience in such areas as graphic design, museology, exhibition planning, and community art programs. Students planning to pursue graduate study at some point in their careers should work closely with their advisors to select appropriate coursework beyond the 36-hour requirements of the major, thus earning themselves a competitive edge in the application process at the graduate level.

Students interested in teaching art must select a minor in secondary education. However, state-mandated requirements for teacher training are subject to change, so it is necessary to consult with either Dr. Stephen Smalley or Professor Dorothy Pulsifer regarding up-to-date requirements. Prospective teachers of art are encouraged to join the student chapter of the National Art Education Association.

Art majors not interested in an education minor are encouraged to select a minor complementing their interests within the major. Students who are not art majors, wishing to minor in art or art history will find a diversity of course offerings suitable to their interests and skills. To insure an appropriate selection of art courses in the major or minor, it is important that each student work closely with his or her art adviser or the department chairperson in program selection.

A student majoring in art must achieve a grade of C- or better in all of the required courses within the art program, repeating courses if necessary to achieve the required grade.

Students should be aware that typically there are expenses for materials and tools in studio courses beyond the required fees. Field trips to museums, studios and commercial galleries in the region, in New York City, and at other sites are regularly a part of many art history and studio art courses, and include additional costs.

A gallery calendar of changing exhibitions is maintained throughout the academic year in the Wallace L. Anderson Gallery within the art building. (One of these exhibitions is the student show, and art majors and minors are encouraged to set aside their best work to submit to this annual showing.) In an adjacent gallery is a continuing exhibition of works from the permanent art collection. These gallery facilities offer a range of work that enhances classroom instruction. In addition, visiting artists and related art programs are made possible each year by a generous gift from the Class of 1936.

Fine Arts Concentration

AR 125 Drawing I
AR 130 Two-Dimensional Design
AR 140 Three-Dimensional Design
AH 201 Ancient and Medieval Art and Architecture
or
AH 202 Renaissance and Baroque Art and
Architecture
AH 309 Early Modern Art and Architecture
AH 310 Art and Architecture since 1940
AR 225 Drawing II
AR 230 Painting I
AR 240 Sculpture I
AR 255 Printmaking I
One craft course from, but not limited to, the following
courses:
AR 270 Ceramics I
AR 273 Glass I
AR 280 Metals I
AR 290 Weaving I
AR 291 Tapestry Weaving
One, additional 3-credit art elective (AH 101 and AH
102 do not fulfill this elective requirement).

General Education Requirements (GER)
A minimum of 120 earned hours is required for
graduation. These earned hours include General
Education Requirements as specified in the Undergradu-
ate Academic Programs section of this catalog. For
additional graduation requirements, see the Undergradu-
ate Academic Policies section of this catalog.

Graphic Design Concentration
AR 125 Drawing I
AR 130 Two-Dimensional Design
AR 140 Three-Dimensional Design
AR 225 Drawing II
AR 230 Painting I
AR 240 Sculpture I
AR 260 Introduction to Graphic Design
AH 309 Early Modern Art and Architecture
AH 310 Art and Architecture since 1940
AR 361 Graphic Design II
AR 362 Graphic Design III
AR 460 Advanced Graphics

Admission to the Graphic Design concentration is
based on a portfolio review; but graphic design courses
may be taken without this review. Normally the review
should follow successful completion of AR 260.

General Education Requirements (GER)
A minimum of 120 earned hours is required for
graduation. These earned hours include General
Education Requirements as specified in the Undergradu-
ate Academic Programs section of this catalog. For
additional graduation requirements, see the Undergradu-
ate Academic Policies section of this catalog.

Crafts Concentration
AR 125 Drawing I
AR 130 Two-Dimensional Design
AR 140 Three-Dimensional Design
AR 230 Painting I
or
AR 235 Watercolor Painting I
AR 240 Sculpture I
AH 309 Early Modern Art and Architecture
AH 310 Art and Architecture since 1940
AR 360 Business Issues for Visual Artists
Choose two level I craft courses:
AR 270 Ceramics I
AR 273 Glass I
AR 280 Metals I
AR 290 Weaving I
One 300 level crafts course
One 400 level crafts course

General Education Requirements (GER)
A minimum of 120 earned hours is required for
graduation. These earned hours include General
Education Requirements as specified in the Undergradu-
ate Academic Programs section of this catalog. For
additional graduation requirements, see the Undergradu-
ate Academic Policies section of this catalog.

Art Minor in Education (PreK-8, 5-12)
Students minoring in education must refer to the
Department of Secondary Education and Professional
Programs for specific requirements, and consult with the
Art Education coordinators, Professor Dorothy Pulsifer
or Dr. Stephen Smalley, for additional information.

Major courses:
AR 125 Drawing I
AR 130 Two-Dimensional Design
AR 140 Three-Dimensional Design
AR 216 Basic Photography
AR 225 Drawing II
AR 230 Painting I
AR 240 Sculpture I
AR 255 Printmaking I
AR 260 Introduction to Graphic Design
or
AR 265 Introduction to Computer Art and Design
AR 270 Ceramics I
AH 201 Ancient and Medieval Art and Architecture
AH 202 Renaissance and Baroque Art and Architecture
AH 309 Early Modern Art and Architecture

Cognate Course:
PL 325 Philosophy of Art

In addition, students seeking licensure declare a minor in and complete the requirements of the Minor in Secondary Education (High School, Middle School, PreK-12 Specialist).

Double Major with Elementary Education, Early Childhood Education or Special Education
Students may choose a double major in art and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

Art Minor
AR 125 Drawing I
All students wishing to minor in art should meet with an art department adviser before selecting the remaining 15 credits
Choose one:
AR 130 Two-Dimensional Design
AR 140 Three-Dimensional Design
12 credits in art and/or art history

Art History Minor
Not open to art majors
Required Courses:
AH 201 Ancient and Medieval Art and Architecture
AH 202 Renaissance and Baroque Art and Architecture
AH 309 Early Modern Art and Architecture
Select four courses from:
AH 203 American Art and Architecture
AH 205 Far Eastern Art
AH 208 Survey of Islamic Art and Architecture
AH 214 Art History Study Tour
AH 216 History of Graphic Design
AH 218 History of Photography
AH 308 Women in the Visual Arts
AH 310 Art and Architecture since 1940
AH 414 Art History Study Tour (Advanced)
AH 490 Art History Studies in Oxford
AH 492 Topics in Art History
AH 499 Directed Study in Art History
AN 309 Anthropology of Art
PL 325 Philosophy of Art

Honors Program
The Honors Program in Art provides highly motivated art majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in post-graduate employment or in the pursuit of an advanced degree in art. Contact the Department of Art for further information concerning eligibility and application.

Graduate Study Preparation
Scientific and Technical Illustration
Students interested in pursuing scientific illustration at the graduate level should consult the section of this catalog entitled Interdisciplinary and Preprofessional Programs for details.

Art Therapy
For students interested in pursuing art therapy at the graduate level, the art department recommends an art major with a minor in psychology or a psychology major with an art minor.

Graduate Programs

Master of Arts in Teaching Creative Arts
The Master of Arts in Teaching degree was developed for high school and middle school subject area teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. The M.A.T. program is designed to meet the “appropriate master’s degree” requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent DOE licensure regulations. This degree program will also appeal to secondary school teachers who already hold a standard level or professional license and want to acquire additional knowledge and a master’s degree in the discipline.

Students should consult the Graduate and Continuing Education section of the catalog for information regarding graduate program procedures and admission standards.

All accepted students must enroll under the direction of their adviser in GP 501 Graduate Program Planning, which is described under “Graduate Advisors and Program Planning” in the Graduate and Continuing Education section of this catalog.
Program Requirements

**Education Core Courses**

ED 530 The Teacher as Researcher
ED 531 The Standards-Based Classroom: Curriculum
ED 532 The Teacher as Leader: From Issues to Advocacy
ED 533 The Standards-Based Classroom: Instruction and Assessment
ED 538 The Professional Teacher (final program course)

Information about ED 530-538 is provided in the Course Descriptions section of this catalog under the heading of “School of Education and Allied Studies (SEAS) Master's Courses (ED)”.

**Concentration Electives**

M.A.T. students are expected to have, or acquire in addition to degree requirements, an appropriate background of college level courses, to be determined by the department.

A minimum of 18 approved graduate credits in the academic area of concentration, which meet the academic and professional objectives of the student, is required.

Successful completion of a comprehensive examination is also required.
# BIOLOGICAL SCIENCES

## Faculty

**Chairperson:** Professor Hardy Moore  

**Professors:** Kevin Curry, John Jahoda, Sandra Whelan  

**Associate Professors:** Michael Carson, Doraiswami Shanmugasundaram  

**Assistant Professors:** Jeffery Bowen, Patricia Mancini, Donald Padgett

**Department Telephone Number:** (508) 531-1358  

**Website:** [www.bridgew.edu/catalog/biosci.htm](http://www.bridgew.edu/catalog/biosci.htm)

## Degree Programs
- BS in Biology  
  Concentrations: General, Biomedical, Cell/Molecular, Environmental  
- BA in Biology  
- MAT - Biology

## Undergraduate Minor
- Biology

The department offers an undergraduate program leading to the degree of Bachelor of Sciences or Bachelor of Arts and a graduate program leading to the degree of Master of Arts in Teaching. The goal of the undergraduate program is to provide students with broad backgrounds allowing for flexibility in making career choices. Students enrolled in the graduate program have the opportunity to develop their skills and knowledge in more specialized areas.

The Bachelor of Science program is designed to provide the skills and knowledge necessary for employment in the biotechnology, environmental, health-related, and teaching areas, as well as providing a sound foundation for graduate or professional school. The Bachelor of Arts permits the student to explore personal interests in biology while developing the background needed to use biological knowledge in association with a field such as sales, illustration, or elementary education. With careful course selection, this degree can prepare the student for the opportunities listed above for the Bachelor of Science.

In addition to the broad array of biology courses, students have opportunities to join biology faculty in research projects, and for participating in internships, whether local, regional or out-of-state.

The Department of Biological Sciences is located in the Conant Science Building. The department has 10 teaching laboratories, two lecture rooms, a faculty research area, a biology museum–seminar room, a bioassay laboratory, an electron microscope laboratory and the South Shore Herbarium. The laboratories are well equipped to help students apply the theoretical principles of their courses. Equipment includes not only light microscopes but also two electron microscopes; there are microtomes, a liquid scintillation counter, electrophoretic equipment, spectrophotometers and electrophysiological recording instruments. In addition, there is close cooperation between the biology and chemistry departments, so that other equipment may be shared.

Located on the three acres next to the building are a 20 x 80 foot greenhouse and the Biology Garden including a pond for aquatic plants. The greenhouse and gardens support laboratory and field work and are planted with specimens of horticultural interest.

The location of the campus is a major advantage for conducting field work and ecological studies. Within an hour's drive of the campus are such diverse habitats as bays, salt-marshes, sandy beaches, rocky shores, estuaries, bogs, freshwater ponds, streams and rivers (clean and polluted), white cedar swamps, marshes, pine groves and hemlock groves.

The department maintains and operates the Watershed Access Laboratory located in the John Joseph Moakley Center for Technological Applications. This laboratory Watershed Access Laboratory is designed for use in teacher professional development in environmental education and for interdisciplinary watershed studies.

## Undergraduate Programs

Each student majoring in biology will be assigned an adviser from among the faculty of the department. Students should consult with their advisers frequently to receive academic counseling and to verify that they are completing the requirements for graduation.
BACHELOR OF SCIENCE
The department offers a B.S. degree program with four concentrations: Environmental Biology, Biomedical, Cell/Molecular Biology and General Biology. All B.S. students take a core consisting of General Biology I and General Biology II, Cell Biology, Ecology, Genetics and one course in Physiology. In addition to the core requirements each B.S. student will select one of the four concentrations in consultation with the faculty advisor within the department and plan a program of study appropriate to the concentration.

The Environmental Biology concentration includes course work in wetlands biology, biomonitoring, freshwater ecology and marine mammal biology. This program encourages students to use their electives to develop a diversified background of skills in earth science, geography and chemistry to complement their environmental interest and open future opportunities for internships and careers. Cooperative programs with community environmental monitoring organizations such as the Taunton River Watershed Alliance allow students to gain practical experience while investigating actual environmental problems.

The Biomedical concentration features course work in Human Anatomy and Physiology, Histology, Immunology, Microbiology, Virology and Embryology. Internship opportunities are available in local hospitals and research laboratories.

The Cell/Molecular Biology concentration allows students to focus their study of biological mechanisms at the cellular and molecular level. Courses available include: Biochemistry, Electron Microscopy and Neurobiology. This concentration is designed for students who may want to pursue graduate studies in molecular or cellular biology and for those who seek a career in cell/molecular biology or biotechnology research.

The General Biology concentration allows for a less specialized program of study and is designed for students needing broad biological training. This program can be tailored to the student with individualized interests or can be designed to provide a diverse background in biology. The general biology concentration is required for students considering teaching as a career.

BACHELOR OF SCIENCE IN BIOLOGY
Core Courses
BI 121-122 General Biology I and II
BI 200 Cell Biology

BI 225 Ecology
BI 321 Genetics
One course in Physiology

Cognates:
CH 131-132 General Chemistry I and II
CH 343-344 Organic Chemistry I and II
MA 141 Elements of Calculus I
PH 181-182 Elements of Physics I and II

ENVIRONMENTAL CONCENTRATION
Biology Core Courses in addition to the following:

Required Courses:
BI 341 Plant Physiology
BI 428 Microbiology
MA 142 Elements of Calculus II or a course in applied statistics
CS 105 Computers and Their Applications: An Introduction
or
CH 100 Computer Science in Chemistry

Electives (12 credits from the following list):
BI 240 Plant Morphology
BI 284 Invertebrate Zoology
BI 325 Ichthyology
BI 326 Marine Biology
BI 327 Wetlands Biology
BI 370 Vertebrate Zoology
BI 372 Animal Behavior
BI 373 Animal Physiology
BI 408 The Biology of Marine Mammals
BI 420 Limnology
BI 426 Biomonitoring
BI 444 Biology of the Fungi

Electives in Other Disciplines
(6 credits from the following list):
ES 240 Hydrology
ES 305 Physical Oceanography
ES 306 Biological Oceanography
ES 440 Contaminant Hydrogeology
GE 317 Air Photo Interpretation – Remote Sensing
GE 417 Satellite Image Processing Applications to the Environment
GE 419 Geographical Information Systems
ID 350 Soil Identification and Interpretation for Land Use

General Education Requirements (GER)
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For

School of Arts and Sciences

75
additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

**INTERNSHIP/RESEARCH**

Biology majors concentrating in Environmental Biology should strive to qualify for a three credit internship or research experience as part of their concentration electives. This could range from volunteer experience through the Student Conservation Association, paid internships with regulatory agencies such as the Massachusetts Department of Environmental Protection or the National Park Service, or research with professional investigators at Bridgewater State College through Undergraduate Biological Research (BI 497).

Students interested in developing a field experience through Internship in Biology (BI 498) must meet the following criteria to be considered:

a. completed at least 54 credits and at least two semesters of biology at Bridgewater State College.

b. maintained a minimum 2.5 cumulative GPA and a 2.7 GPA in biology.

c. filed a completed application form with the department chairperson by the middle of the semester prior to when the field experience is to be undertaken.

d. located a faculty adviser who will oversee the specific internship.

Internship applications will be screened by the department and sent to the dean for approval. The approved form must be received by the Registrar's Office in order to enroll for internship credits. No more than three (3) credits of BI 498 can be used toward concentration electives.

**BIOMEDICAL CONCENTRATION**

Biology Core Courses in addition to the following:

- **Required Courses**
  - BI 251-252 Human Anatomy and Physiology I and II
  - A course in applied statistics

- **Electives**
  - 12 credits at the 300 or 400 level including at least three courses from the following list. See the Course Descriptions section in this catalog for all additional 300-400 level courses:
    - BI 371 Histology
    - BI 375 Immunology
    - BI 376 General Endocrinology
    - BI 382 Comparative Chordate Anatomy
    - BI 428 Microbiology

**General Education Requirements (GER)**

A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

**CELL/MOLECULAR CONCENTRATION**

Biology Core Courses in addition to the following:

- **Required Courses**
  - BI 341 Plant Physiology
  - or
  - BI 373 Animal Physiology
  - BI 428 Microbiology
  - MA 142 Elements of Calculus II or a course in applied statistics or computer science

- **Electives**
  - 12 credits at the 300 or 400 level including at least three courses from the following list. See the Course Descriptions section in this catalog for all additional 300-400 level courses:
    - BI 320 Biochemistry
    - BI 350 Molecular Biology
    - BI 375 Immunology
    - BI 410 Techniques of Molecular Biology
    - BI 433 Cytology
    - BI 434 Biological Electron Microscopy
    - BI 450 Virology
    - BI 482 Neurobiology

**General Education Requirements (GER)**

A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

**GENERAL CONCENTRATION**

Biology Core Courses in addition to the following:

- **Required Courses**
  - BI 341 Plant Physiology
  - BI 373 Animal Physiology
BI 428 Microbiology
MA 142 Elements of Calculus II or a course in applied
statistics or computer science

Electives
Three courses at or above the 200 level totaling at least
nine credits. See the Course Descriptions section in this
catalog for all additional courses.

General Education Requirements (GER)
A minimum of 120 earned hours is required for
graduation. These earned hours include General
Education Requirements as specified in the Under-
graduate Academic Programs section of this catalog. For
additional graduation requirements, see the Undergradu-
ate Academic Policies section of this catalog.

MINOR IN SECONDARY (HIGH SCHOOL,
MIDDLE SCHOOL OR PREK-12 SPECIALIST)
EDUCATION
Students may minor in Secondary (High School,
grades 8-12 Middle School, grades 5-8 or PreK-12
specialist) Education. Successful completion of these
programs will lead to Massachusetts Initial Teacher
Licensure. Please refer to the Department of Secondary
Education and Professional Programs for specific teacher
licensure and program requirements. Students who
wish to obtain a minor in Secondary Education with a
view toward licensure in Biology must take the
General Concentration and the following biology
electives:

BI 422 Biological Evolution
or
BI 118 Evolution (substitutes for one 200 level
elective)
BI 382 Comparative Chordate Anatomy
or
BI 284 Invertebrate Zoology
Physiology Sequence:
BI 251-252 Human Anatomy and Physiology I and II
(preferred)
or
BI 373 Animal Physiology
BI 341 Plant Physiology

Students with a minor in education must refer to the
Department of Secondary Education and Professional
Programs for specific teacher licensure and program
requirements. Students preparing to teach at the
secondary level must complete the B.S. degree in
biology.

BACHELOR OF ARTS
The B.A. degree provides training for those who wish
to use biological knowledge in association with another
career goal. Examples of such careers are elementary
education, science writing, scientific illustration,
technical sales, work for a publishing company or
similar vocations.

The B.A. degree requires a minimum of 12 courses
with the following specifications:
BI 121-122 General Biology I-II
two Biology courses at the 200 level
two Biology courses at the 300 level
two Biology courses at the 400 level
two additional Biology courses at or above the 200
level
CH 131-132 General Chemistry I-II

General Education Requirements (GER)
A minimum of 120 earned hours is required for
graduation. These earned hours include General
Education Requirements as specified in the Undergradu-
ate Academic Programs section of this catalog. For
additional graduation requirements, see the Undergradu-
ate Academic Policies section of this catalog.

DOUBLE MAJOR WITH ELEMENTARY AND
EARLY CHILDHOOD EDUCATION OR SPECIAL
EDUCATION
Students may choose a double major in biology and
elementary and early childhood education or special
education. Appropriate advising materials are available
in the biology department office and the Elementary
and Early Childhood Education Office.

BIOLOGY MINOR
A minor consists of a minimum of 18 credits in biology.
Students must take BI 121 and BI 122 General Biology I
and II or their equivalent and four additional courses in
biology at or above the 200 level planned in con-
sultation with the chairperson of biological sciences.

HONORS PROGRAM
The Department of Biological Sciences offers a
Departmental Honors Program in Biology. This
program provides an opportunity for well-qualified
biology majors to conduct independent research in
biology. Contact the Department of Biological Sciences
for further information concerning eligibility and
application.
**Undergraduate Research**

The Department of Biological Sciences provides the opportunity for students to participate in a true research experience, which is increasingly an advantageous component of undergraduate training.

Each semester, BI 497 Undergraduate Biological Research is offered by one faculty member who directs and supervises a small team of undergraduates in a research project. Students are intimately involved with experimental design as well as data collection, analysis and interpretation. The course culminates with a student presentation of the semester’s work in a departmental seminar, often followed by presentation at a professional scientific meeting. Research topics vary from semester to semester as different faculty members direct the research course; equally valuable training and experience in scientific methodology is obtained with all topics. The Department of Biological Sciences highly recommends this experience which adds a valuable dimension that is not provided by ordinary course work.

**Graduate Programs**

**Master of Arts in Teaching Biology**

The Master of Arts in Teaching degree was developed for high school and middle school subject area teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. The M.A.T. program is designed to meet the “appropriate master’s degree” requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent DOE licensure regulations. This degree program will also appeal to secondary school teachers who already hold a standard level of professional license and want to acquire additional knowledge and a master’s degree in the discipline.

Students should consult the Graduate and Continuing Education section of the catalog for information regarding graduate program procedures and admission standards.

All accepted students must enroll under the direction of their advisor in GP 501 Graduate Program Planning, which is described under “Graduate Advisors and Program Planning” in the Graduate and Continuing Education section of this catalog.

**Program Requirements**

**Education Core Courses**  
15 credits

- ED 530 The Teacher as Researcher
- ED 531 The Standards-Based Classroom: Curriculum
- ED 532 The Teacher as Leader: From Issues to Advocacy
- ED 533 The Standards-Based Classroom: Instruction and Assessment
- ED 538 The Professional Teacher (final program course)

Information about ED 530-538 is provided in the Course Descriptions section of this catalog under the heading of “School of Education and Allied Studies (SEAS) Master’s Courses (ED)”.

**Concentration Requirements**

M.A.T. students are expected to have, or acquire in addition to degree requirements, an appropriate background of college level courses, to be determined by the department.

**Biology Courses:**

18 credit hours of Biology from among the following: (The student may take the same numbered course more than once if the subject matter is different.)

- BE 511 Advanced Biological Topics and Techniques
- BE 512 Advances in Biological Science
- BE 513 Advances in Cell/Molecular Biology
- BE 514 Advances in Biomedical/Physiological Biology
- BE 515 Advances in Ecological/Environmental Biology
- BI 503 Directed Study or other approved course

BE 511 - BE 515 will focus on outcomes. Teachers will be expected to develop a knowledge base appropriate to the subject matter and to develop the skills and techniques needed for laboratory or fieldwork in the field study.

Subject matter for BE 511 - BE 515 will be addressed by the requirements of graduate level companion courses designated by the department. Graduate students enrolled in the BE 500 level courses will receive additional assignments and exam questions for evaluation of graduate level mastery of the subject and a graduate level paper will be required. Students may not take BE 500 level graduate courses that cover subject matter that the student has previously taken either at the graduate or undergraduate level.

Successful completion of a biology department comprehensive examination is also required.
Chemical Sciences

Faculty

Chairperson: Professor Frank Gorga

Associate Professors: Edward Brush, Cielito DeRamos-King

Assistant Professors: Steven Haefner, Chifuru Noda

Department Telephone Number: (508) 531-1233

Website: www.bridgew.edu/catalog/chemsci.htm

Degree Programs

• BA in Chemistry
• BS in Chemistry
  Concentrations: Biochemistry, Environmental Chemistry, Professional Chemistry
• BS in Chemistry/Geology (offered jointly with the Department of Earth Sciences and Geography)
• MAT – Physical Sciences

Undergraduate Minors

• Biochemistry
• Chemistry

The Department of Chemical Sciences offers programs leading to the degrees of Bachelor of Arts in Chemistry, and Bachelor of Science in Chemistry and Master of Arts in Teaching Chemistry. These programs are designed to provide the skills and knowledge necessary to prepare students for successful careers in the chemical industry, chemical research, teaching, oceanography and environmental science or for further study in graduate degree programs and professional schools.

Modern scientific instrumentation, used both for teaching and research purposes, includes electrochemical analytical equipment, a nuclear magnetic resonance (NMR) spectrometer, and atomic absorption spectrometer (AA), a visible-ultraviolet spectrophotometer (VIS-UV), several infrared (IR) spectrophotometers, electronic balances, a gas chromatograph (GC), and a high-pressure liquid chromatography (HPLC) unit.

Students, staff and faculty maintain a well-functioning atmosphere of informal interaction, outside the classroom and laboratory. Many students participate in Chemistry Club activities, which include seminars by area scientists, visits to academic and industrial laboratories, and special social events. Occasionally, students and faculty together attend national American Chemical Society (ACS) meetings throughout the country.

Undergraduate Programs

Bachelor of Arts/Bachelor of Science

The chemistry major (without a concentration) leads to the B.A. degree. This program is designed for students who wish to prepare for fields such as medicine, dentistry, secondary school teaching, chemical or pharmaceutical sales, pharmacy, environmental sciences or veterinary medicine. A minimum number of chemistry courses are required so that a program of other courses suited to the individual's interests may be developed in consultation with the student's adviser.

The chemistry major, with a concentration in biochemistry, professional chemistry, or environmental chemistry, leads to the B.S. degree. These programs are designed for students who plan a career in research and development either immediately after graduation or after graduate work in a chemically related discipline. Satisfactory performance (a B average or better) in either of these programs gives students the preparation required to obtain an assistantship or fellowship in graduate school. The biochemistry and the professional chemistry programs are both certified by the American Chemical Society.

Additionally, the department offers a chemistry/geology major jointly with the Department of Earth Sciences and Geography. It also participates in the preprofessional programs (medicine and dentistry) and in the oceanography program. Additional information on these programs may be found in the Interdisciplinary and Preprofessional Programs section of this catalog.

Students interested in any of the programs offered by the department should plan on taking CH 141, calculus (MA 151 or MA 141) and six credits towards the general education requirements in the fall semester of their first year. In the Spring semester of the first year, students will normally take CH 100 in addition to continuing with CH 142 and the second semester of calculus. Students need not decide among the various programs within the department until the spring of their second year. Because of the sequential nature of many courses required in our programs, we urge new students to consult with a chemistry faculty member.
during the freshman registration process in addition to consulting with the freshman advisers.

**Chemistry Major (leading to a B.A. degree)**
CH 100 Computer Science in Chemistry (CS 100 is an acceptable substitute).
CH 141-142 Chemical Principles I-II (CH 131-132 are acceptable substitutes)
CH 242 Intermediate Inorganic Chemistry
CH 343-344 Organic Chemistry I-II
CH 381-382 Physical Chemistry I-II
CH 461 General Biochemistry I
MA 151-152 Calculus I-II (MA 141-142 are acceptable substitutes with the permission of the adviser*)
PH 243-244 General Physics I-II (PH 181-182 are acceptable substitutes with permission of adviser*)

* Note: PH 181-182 and MA 141-142 are not acceptable as substitutes in the Professional Chemistry program.

**General Education Requirements (GER)**
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

**Chemistry Major with a Concentration in Environmental Chemistry (leading to a B.S. degree)**
All of the courses listed for the Chemistry Major, plus the following additional courses:
CH 290 Environmental Chemistry
CH 450 Instrumental Analysis
CH 490 Special Topics in Chemistry
BI 121 General Biology I
BI 122 General Biology II
or
ES 101 Historical Geology
ES 100 Physical Geology
Select one course from the following:
BI 225 Ecology
BI 420 Limnology
ES 240 Hydrology
ES 283 Structural Geology
ES 284 Geomorphology
ES 311 Geochemistry

**General Education Requirements (GER)**
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

**Chemistry Major with a Concentration in Professional Chemistry (leading to a B.S. degree; approved by the American Chemical Society)**
All of the courses listed for the Chemistry Major*, plus the following additional courses:
CH 241 Quantitative Chemical Analysis
CH 444 Advanced Inorganic Chemistry
CH 450 Instrumental Analysis
CH 492 Laboratory Techniques
MA 251 Calculus III
One additional math course selected from the following:
MA 110 Elementary Statistics I
MA 120 Introduction to Linear Algebra
MA 200 Probability and Statistics
Ma 202 Linear Algebra
Ma 316 Differential Equations

* Note: PH 181-182 and MA 141-142 are not acceptable as substitutes in the Professional Chemistry program.

General Education Requirements (GER)
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

Chemistry/Geology Major
A major in chemistry-geology is offered jointly with the Department of Earth Sciences and Geography. (See the catalog section entitled Interdisciplinary and Preprofessional Programs for detailed information.)

Double Major with Elementary Education, Early Childhood Education or Special Education
Students may choose a double major in chemistry or chemistry-geology and elementary education, early childhood education or special education for licensure purposes. Please contact the Department of Chemistry and the appropriate education department for further information.

Minor in Secondary (High School, Middle School or PreK-12 Specialist) Education
Students may minor in secondary (high school, grades 9-12; middle school [grades 5-9 or PreK-12 Specialist] education. Successful completion of either of these programs will lead to Massachusetts Initial Teacher Licensure. Please refer to the Department of Secondary Education and Professional Programs for specific teacher licensure and program requirements.

Chemistry Minor
18 credits in chemistry.
Only one of the following sequences or its equivalent may be taken for credit:
(a) CH 125-126 Introductory Chemistry for the Life Sciences I-II
(b) CH 131-132 General Chemistry I-II
or
CH 141-142 Chemical Principles I-II

Students may not take both CH 300 Organic Chemistry for the Life Sciences and CH 343-344 Organic Chemistry I-II for credit. CH 111 The Art of Chemical Inquiry may not be used to fulfill minor requirements in chemistry.

Biochemistry Minor
18-20 credits in chemistry.
The following sequences of courses must be taken:
CH 343-344 Organic Chemistry I-II
CH 461-462 General Biochemistry I-II

Additional Comments on Requirements:
The normal freshman program for a student interested in either chemistry major consists of CH 100 Computer Science in Chemistry (or CS 100 Programming in Basic), CH 141-142 Chemical Principles I-II, MA 151-152 Calculus I-II, and six credits toward the general education requirements. A student need not decide between the three chemistry concentrations until the second semester of the sophomore year. Students completing the professional chemistry concentration will meet the requirements for certification by the American Chemical Society.

Because of the sequential nature of the courses required of a chemistry major, a student considering majoring in chemistry must take MA 151-152 Calculus I-II (or MA 141-142 Elements of Calculus I-II with the permission of the adviser) and CH 141-142 Chemical Principles I-II in the freshman year or plan to attend summer school. For this reason any student considering the possibility of majoring in chemistry should consult a member of the department before registering for freshman courses.

Honors Program
The Honors Program in Chemistry provides highly motivated chemistry majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in post-graduate employment or in the pursuit of an advanced degree in chemistry. Contact the Department of Chemistry for further information concerning eligibility and application.

Graduate Programs

Master of Arts in Teaching Chemistry
This program is inactive.

Physical Sciences
For current information concerning this program, contact the Department of Physics.
COMMUNICATION STUDIES AND THEATRE ARTS

Faculty

Chairperson: Professor Arthur Dirks

Professors: Susan Holton, Stephen Levine, Joel Litvin, Thomas Mickey, Nancy Moses, Suzanne Ramczyk, Nancy Street

Associate Professors: Susan Miskelly, Nancy Owens, James Quinn, Henry Shaffer

Assistant Professors: Jabbar Al-Obaidi, Paula Gardner, Mary Lamonica, Arthur Lizie, Jr.

Department Telephone Number: (508) 531-1348

Web site Communication Studies: www.bridgew.edu/depts/comm/
Theatre and Dance: www.bridgew.edu/theatre/

Degree Programs

• BA in Communication Arts and Sciences
  Concentrations: Communication Studies, Dance Education, Theatre Arts, Theatre Education

Undergraduate Minors

• Communication Studies
• Dance*
• Public Relations*
• Radio and Television Operation and Production*
• Theatre Arts

*Interdisciplinary minor

Undergraduate Programs

Bachelor of Arts

Students majoring in this department may choose one of four concentrations: Communication Studies, Dance Education, Theatre Arts or Theatre Education.

The Department of Communication Studies and Theatre Arts cooperates with several other departments in offering a number of minors for students wishing to explore studies which draw upon knowledge and expertise in more than one field. Also see the catalog section Interdisciplinary and Preprofessional Programs and consult the department for information on Dance, Public Relations, and Radio and Television Operation and Production minors.

Communication Studies Concentration

Students selecting this concentration will develop specific skills as well as a critical understanding of the general nature, scope and function of both Communication Studies and Mass Communication. They will also have the opportunity to focus on course groupings, based on advising and assessment of individual needs and direction. The minimum requirements include:

- CC 220 Introduction to Mass Communication
- CC 230 Introduction to Communication
- CC 295 Communication Studies Research

One of the following:

- CC 210 Voice and Diction
- CC 250 Public Speaking
- CC 260 Group Communication and Decision Making
- CC 270 Interpersonal Communication

One of the following:

- CC 395 Communication Theory
- CC 396 Mass Communication Theory and Research

One of the following:

- CC 495 Communication Studies Seminar
- CC 496 Seminar in Mass Communication

Communication Studies electives: (18 hours) from among course groupings in Speech Communication/Mass Communication/Organizational Communication/or Public Relations (12 of these elective credits must be 300 level or above)

General Education Requirements (GER)

A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

Communication Studies Minor

- CC 130 Human Communication Skills
- CC 210 Voice and Diction
plus 12 additional credits selected from communication courses.

**Theatre Arts Concentration**

Students selecting this concentration follow a program designed to develop skills in and appreciation of those subjects related to performance and production in live theatre. The minimum requirements include:

- CT 156 Voice and Movement for Acting
- CT 220 Play Analysis for Production
- CT 242 Acting I
- CT 265 Stage Costuming
- CT 272 Scenography
- CT 280 Theatre Management
- CT 421 Theatre History I
- CT 422 Theatre History II
- CT 431 Directing I
- CT 495 Seminar in Contemporary Theatre
- One three-credit elective course in theatre

Four credits in*:
- CT 140 Theatre Performance Practicum
- CT 170 Technical Theatre Practicum
- CT 172 Theatre Costume Practicum
- CT 185 Theatre Management Practicum
- One credit each must be in CT 170, CT 172 and CT 185

**Required Cognate Course**

Choose one of the following:
- EN 214 The Classical Tradition
- EN 241 Shakespeare
- EN 342 Shakespeare: Histories and Comedies
- EN 343 Shakespeare: Tragedies and Late Plays
- EN 353 Modern European Drama
- EN 356 Modern American Drama

**General Education Requirements (GER)**

A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

**Theatre Arts Minor**

CT 115 Play Production
CT 211 Voice Production for Theatre
CT 220 Play Analysis for Production
Three elective CT courses
- Practica (2 credits in CT 140, CT 170, and/or CT 185)*

*Note: From the one-credit curricular activities, CC 110, CT 140, CT 155, and CT 185, and from any and all co-curricular activities for which the college grants credit, a student may accumulate not more than one credit per semester (two per year) nor more than six per four-year degree program. Exception: All one-credit curricular and Physical Education activity courses that are required for officially enrolled and graduating students in an approved major, concentration or minor may be counted towards graduation.

**Theatre Education and Dance Education Concentrations**

These concentrations are liberal arts programs within the major of Communication Arts and Sciences dealing with the subject areas of theatre arts and dance. They are designed to meet the subject matter knowledge requirements for Massachusetts licensure in the fields of Theatre and Dance.

Those students in the program who choose to seek initial Massachusetts licensure at either the undergraduate or post baccalaureate levels must also complete an additional 24 credits in education and gain admittance to the professional education program. Upon successful completion, the student will be certified to teach theatre or dance in Massachusetts public schools grades PreK-12.

**Dance Education Concentration**

Students must audition for admittance to the Dance Education Concentration, and must meet subject matter knowledge on the Massachusetts Tests for Educator Licensure.

CT 251 Dance History
CT 255 Creative Dance I
CT 256 Creative Dance II
CT 260 World Dance
CT 353 Creative Dance for Children
CT 452 Ballet Pedagogy
CT 453 Dance Methodology
CT 357 Dance Production Theory
CT 358 Dance Production Techniques
PE 281 Theory and Practice of Educational Dance

One of the following:
- CT 265 Stage Costuming
- CT 280 Theatre Management

Two credits in:
- CT 155 Dance Practicum

---

School of Arts and Sciences
One credit in one of the following:
CT 170 Technical Theatre Practicum
CT 185 Theatre Management Practicum

Students must enroll in a dance activity class in each quarter of each semester they are in the program, except for education majors in the student teaching and professional block semesters. All students must complete all of the following classes. Students may repeat any dance activity class twice.

PE 161 Folk Dance
PE 164 Square Dance
PE 168 Ballroom Dance
PE 243 Ballet II
PE 253 Jazz Dance II
PE 262 Modern Dance II
PE 265 Tap Dance II

**Education Requirements**

Students seeking licensure as Teacher of Dance must declare a minor in Secondary Education (High School, Middle School, PreK-12 Specialist) and complete the following courses in the minor:

* ED 210 Introduction to Teaching
  ED 235 Learning and Motivation
  ED 335 Assessment and Planning
  ED 445 Content Area Reading, Writing and Study Skills
  An appropriate strategies for teaching course.
  ED 490 or 495 Student Teaching Practicum

* To be completed prior to admission to Professional Education and enrollment in any other education courses.

**General Education Requirements (GER)**

A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

**Theatre Education Concentration**

CT 156 Voice and Movement for Acting
CT 220 Play Analysis for Production
CT 226 Children’s Theatre
CT 230 Creative Dramatics
CT 242 Acting I
CT 272 Scenography

CT 280 Theatre Management
CT 421 Theatre History I
CT 422 Theatre History II
CT 430 Playwriting
CT 431 Directing I

One credit each in:
CT 170 Technical Theatre Practicum
CT 172 Theatre Costume Practicum
CT 185 Theatre Management Practicum

One from the following:
EN 241 Shakespeare
EN 335 Elizabethan and Jacobean Drama
EN 342 Shakespeare: Histories and Comedies
EN 343 Shakespeare: Tragedies and Late Plays
EN 253 Non-Western Literature
EN 356 Modern American Drama

**Education Requirements**

Students seeking licensure as Teacher of Theatre must declare a minor in Secondary Education (High School, Middle School, PreK-12 Specialist) and complete the following courses in the minor:

* ED 210 Introduction to Teaching
  ED 235 Learning and Motivation
  ED 335 Assessment and Planning
  ED 445 Content Area Reading, Writing and Study Skills
  An appropriate strategies for teaching course;
  ED 490 or 495 Student Teaching Practicum

* To be completed prior to admission to Professional Education and enrollment in any other education courses.

**General Education Requirements (GER)**

A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

**Interdisciplinary Minor in Dance**

The dance minor is an interdisciplinary program in the Theatre Arts and Physical Education programs. The objective is to give a solid liberal arts experience in the art of dance. The program includes the study of techniques of various styles of dance, dance history and theory, choreography and production.
Courses include:
CT/PE 155 Dance Practicum (two semesters)
CT/PE 251 Dance History
CT/PE 255 Creative Dance I
CT/PE 256 Creative Dance II
CT/PE 357 Dance Production Theory
CT/PE 358 Dance Production Techniques
PE 154 Ballet

Four credits in the following:
PE 153 Jazz Dance
PE 166 African Dance
PE 167 Street Dance
PE 253 Jazz Dance II
PE 258 Modern Dance Technique
PE 259 Dance Repertory
PE 262 Modern Dance II
PE 243 Ballet II

Choose one:
PE 161 Folk Dance
PE 164 Square Dance
PE 168 Ballroom Dance
MU 160 Music: A Listening Approach (recommended, but not required)

---

INTERDISCIPLINARY MINOR IN PUBLIC RELATIONS
This public relations minor is offered as a cooperative effort of the Departments of Communication Studies and Theatre Arts, Management and English. It provides an opportunity for students to acquire knowledge and skills germane to public relations practice. Students take courses in management, advertising, public relations, marketing and business writing or elect presentational skills courses, for a total of 21 credit hours.

Required Courses:
CC 301 Introduction to Public Relations
CC 391 Public Relations Practicum
MG 130 Principles of Management
MG 200 Marketing Principles
MG 424 Advertising

Elective Courses:
Choose one:
CC 212 Announcing
CC 250 Public Speaking
CC 330 Business and Professional Communication

Choose one:
EC 101 Principles of Microeconomics
EN 202 Business Communication

Interested students should contact the department chairperson of the Department of Communication Studies and Theatre Arts, the Department of Management or the Department of English.

DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION
Students may choose a double major, one in Communication Arts and Sciences with a concentration in Communication Studies, Theatre Arts, Dance or Theatre Education and another in Elementary Education, Early Childhood Education or Special Education for licensure purposes.

HONORS PROGRAM
The Honors Program in Communication Studies and Theatre Arts provides highly motivated communication studies and theatre arts majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in post-graduate employment or in the pursuit of an advanced degree in communication studies or theatre arts. Contact the Department of Communication Studies and Theatre Arts for further information concerning eligibility and application.

ACTIVITIES AND PRODUCTIONS
The program of Theatre Arts and Dance presents six mainstage productions annually in the 1400-seat Rondileau Campus Center Auditorium. The productions usually include a play, a musical, an experimental work, a production for young audiences and two dance concerts. Any interested student is invited to participate.

Several student clubs are actively engaged in cocurricular activities supportive of the academic programs in the department.

The Forensic Society participates in intercollegiate competition in debate, group discussion and individual speech competition in over 15 separate categories including persuasive, informative, humorous speaking and oral interpretation of literature. Membership is open to all students with or without previous experience.
Students who have shown a commitment to debate and competitive speaking may be elected to membership in the forensic honor society, Pi Kappa Delta.

The Communication Club is open to all students for information/interchange on the professions related to the field of communication studies.

Students in communication fields may also become members of the national speech communication honor society Lambda Pi Eta. Members are selected on the basis of scholarship and character.

The Ensemble Theatre sponsors and produces student-directed studio productions, workshops, and social and educational activities. It is open to all students interested in theatre.

The B.S.C. Dance Company is open to all. It brings a professional dance company to campus for a brief residence program and concert each year. It also sponsors master classes and social and educational activities dealing with dance.

Students may also receive academic credit in the department for active participation in debate, forensics, choral, speaking, dance or theatre—see course descriptions for more information on the following courses:

CC 110 Forensics Practicum
CC 150 Practicum in Communication Media
CT 140 Theatre Performance Practicum
CT/PE 155 Dance Practicum
CT 170 Technical Theatre Practicum
CT 172 Theatre Costume Practicum
CT 185 Theatre Management Practicum

Note: A maximum of six credits in the above courses may be applied toward graduation.

**GRADUATE PROGRAMS**

**MASTER OF ARTS IN TEACHING (SPEECH COMMUNICATION AND THEATRE)**

This program is inactive.
EARTH SCIENCES AND GEOGRAPHY

FACULTY

Chairperson: Associate Professor Peter Saccocia

Professors: Vernon Domingo, Richard Enright, Jacek Sulanowski

Associate Professors: James Hayes-Bohanan, Sandra Clark, Madhusudana Rao

Assistant Professors: Bettina Aten, Robert Cicerone, Robert Hellström, Michael Krol

Department Telephone Number: (508) 531-1390

Web site: www.bridgew.edu/depts/earscgeo

DEGREE PROGRAMS

- BA in Earth Sciences
- BS in Earth Sciences
  Concentrations: Environmental Geosciences, Geology
- BS in Chemistry/Geology (offered jointly with the Department of Chemical Sciences)
- BA in Geography
- BS in Geography
  Concentrations: General, Environmental Geography, Geotechnology, Regional and Economic Planning
- MAT - Physical Sciences

UNDERGRADUATE MINORS

- Earth Sciences
- Geography
- Geophysics*

*Interdisciplinary Minor

The Department of Earth Sciences and Geography offers undergraduate majors in earth sciences and geography. Majors in the BS earth sciences program may elect a concentration in environmental geosciences or geology. The BA or BS earth science programs may also be taken as a double major with education. Majors in geography may elect a concentration in environmental geography, geotechnology or regional and economic planning or double major with education. In addition, programs in chemistry-geology, oceanography and urban affairs and planning are available. The department is also active in the Asian Studies Minor, the Canadian Studies Minor, the Russian and East European Studies Minor, the Urban Affairs Minor, and the Women's Studies Minor, as well as the Graduate Certificate in Planning. See the Interdisciplinary and Preprofessional Programs section of this catalog.

The department works actively with state and regional agencies on socioeconomic and environmental problems. Past faculty research projects include coastal storm impacts, regional economic developments, transportation planning, the impact of PCBs in New Bedford Harbor, and the search for water supplies for the next century.

The department has been involved with assisting local organizations through faculty research and student internships. Examples of such involvement are with local banks, planning agencies, retailers, Boston's "Big Dig", the Massachusetts Bay Transit Authority (MBTA), the Massachusetts Forest Fire Bureau, the Natural Resources Trust of Bridgewater, and the Ocean Spray Cranberry Cooperative.

Additionally, this department has been selected as the only department in the state college system in Massachusetts to participate in the National Aeronautics and Space Administration (NASA) sponsored Joint Venture (JOVE) program. Members of the faculty collaborate with the Jet Propulsion Laboratory (on multi-spectral and hyperspectral remote sensing in Mexico, Alabama, and Southeastern Massachusetts), the Goddard Space Flight Center (on bolide impact), the U.S. Department of Transportation (on a national study of bus systems), Woods Hole Oceanographic Institution (on research problems in marine geochemistry and geology), the Massachusetts Department of Education (on statewide curriculum reform) and the U.S. Army Corps of Engineers (on wetlands). Faculty are also involved in watershed studies in cooperation with biology department faculty at the Raytheon Watershed Access Laboratory. In addition, a member of the faculty has an appointment as Guest Investigator at the Woods Hole Oceanographic Institution on Cape Cod and has research opportunities for students in marine geochemistry and geology. Two other professors are actively engaged in statewide curriculum reform. The geogra-
A program leading to the degree of Master of Arts in Teaching (M.A.T.) with a concentration in earth sciences is offered by the department. An M.A.T. in Social Sciences with an emphasis on geography is available in cooperation with the history department.

Modern equipment enables the department to offer investigation oriented laboratory experience. This equipment includes: (1) an X-ray Diffractometer with powder cameras; (2) thin section equipment; (3) polarizing and stereoscopic microscopes; (4) atomic absorption spectro-photometer; (5) a proton procession magnetometer; (6) earth resistivity unit; (7) Frantz Isodynamic Separator; (8) 14-foot coastal research vessel; (9) a portable gamma-ray spectrometer; (10) Sunsparc 20 UNIX work station; (11) Hewlett Packard capillary gas chromatograph; (12) GPS surveying equipment; (13) a portable visible-near infrared, spectroradiometer; and (14) groundwater sampling equipment.

In addition, the department has a well-equipped remote sensing laboratory, and a cartographic laboratory with a large format digitizer planimeter, a climatological station with solar radiation recording instrumentation, a solar greenhouse classroom at the Burnell Campus School, an astronomy observatory, a wet geochemistry laboratory, and a wet, as well as dry, sedimentology laboratory. Finally, this department has access to a scanning electron microscope through the Southeastern Massachusetts Consortium.

Earth Sciences and Geography faculty are using Bridgewater State's sophisticated computer facilities for classroom instruction, including demonstrating and displaying web-based and self-authored material and models. In a growing number of courses, students may submit assignments online, and in some courses, a majority of class time is spent in "virtual classrooms". To learn more, visit the department Web site at www.bridgew.edu/depts/carsgeo.

The department boasts an active Earth Sciences and Geography Club that sponsors both local (Harvard Mineral Museum), regional (New Hampshire's White Mountains), national (Hawaii), and international (Iceland, Mexico) field trips. Students may also qualify for Gamma Theta Upsilon the international geography honor society, and Sigma Gamma Epsilon, the geology honor society.

UNDERGRADUATE PROGRAMS

EARTH SCIENCES

EARTH SCIENCES MAJOR
The major in Earth Sciences is a solid broad-based program that provides the student with an understanding and appreciation of the physical aspects of the earth and earth processes. Career opportunities for graduates exist in federal, state and local government service, industry, and environmental studies both with regulatory agencies and consulting firms. Teaching in the elementary, middle and secondary schools is another option. Many of our Earth Science majors have been awarded full fellowships at leading graduate schools. In addition, the faculty have an extensive program of undergraduate research, and many students have presented the results of their undergraduate research at various national meetings. Some of this research has been funded, and students are encouraged to contact the faculty if interested. Internships are also available for those students desiring to prepare themselves for employment upon graduation. However, the internships are in addition to the 36 credits required of the major. Interested students are encouraged to contact the earth science/geology faculty — Drs. Cicerone, Enright, Krol, Saccocia and Sulanowski for more information about Earth Science/Geology programs.

EARTH SCIENCES MAJOR — BACHELOR OF ARTS
ES 100 Physical Geology
ES 101 Historical Geology
ES 301 Solar System Astronomy
ES 305 Physical Oceanography
ES 496 Seminar in Geology
GE 203 Meteorology

A minimum of three additional Earth Science courses (nine credits) selected from the following: (other electives are possible if approved by the department)
ES 194 Environmental Geology
ES 240 Hydrology
ES 284 Geomorphology
ES 290 Dinosaur Paleobiology
ES 372 Mineralogy
ES 463 Petrology
ES 475 Paleontology
Plus,
CH 131 General Chemistry I
3 credits in biology or physics with laboratory

Not more than one "D" for a semester course in the major, taught in the department, shall be accepted to fulfill the requirements of this program.

General Education Requirements (GER)
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

Earth Sciences Major — Bachelor of Science
ES 100 Physical Geology
ES 101 Historical Geology
ES 284 Geomorphology
ES 301 Solar System Astronomy
or
ES 302 Stellar and Galactic Astronomy
ES 305 Physical Oceanography
ES 372 Mineralogy
ES 463 Petrology
ES 496 Seminar in Geology
GE 203 Meteorology

A minimum of three additional earth science courses selected with the adviser's approval
and
MA 151-152 Calculus I-II
or
MA 141-142 Elements of Calculus I-II

CH 131-132 General Chemistry I-II
or
CH 141-142 Chemical Principles I-II

Two semesters of physics courses or two semesters of biology courses selected with adviser’s approval.

Not more than one “D” for a course in the major, taught in the department, shall be accepted to fulfill the requirements for this program.

General Education Requirements (GER)
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

Environmental Geosciences Concentration
ES 100 Physical Geology
ES 101 Historical Geology
ES 240 Hydrology
ES 283 Structural Geology
ES 284 Geomorphology
ES 372 Mineralogy
ES 476 Sedimentology and Stratigraphy
ES 496 Seminar in Geology

Plus a minimum of four other earth science courses selected with the written concurrence of the adviser. Other courses may be added or approved as substitutes with approval of the adviser.

Minimum cognate requirements include:
MA 141-142 Elements of Calculus I-II
or
MA 151-152 Calculus I-II
CH 131-132 General Chemistry I-II
or
CH 141-142 Chemical Principles I-II
PH 181-182 Elements of Physics I-II
or
PH 243-244 General Physics I-II

Two approved Biology courses
Students are also encouraged to take the following courses:
EN 201 Technical Writing I
BI 117 The Biological Environment
BI 225 Ecology
BI 240 Plant Morphology
BI 327 Wetlands Biology
CH 343-344 Organic Chemistry I-II

General Education Requirements (GER)
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

Geology Concentration
The concentration provides students with an understanding of the physical and chemical aspects of the earth and its internal as well as surface processes. Career
opportunities for graduates exist in federal, state and local government service, industry and environmental studies both with regulatory agencies and consulting firms. With the selection of appropriate electives, students will be prepared for government service, for environmental work related to the detection and monitoring of pollutants as well as for remediation of affected areas, and for careers in such fields as environmental geology, mining or petroleum geology and hydrology. This concentration gives students a solid background in geology and the cognate sciences required to successfully pursue graduate work at leading universities.

ES 100 Physical Geology
ES 101 Historical Geology
ES 283 Structural Geology
ES 284 Geomorphology
ES 372 Mineralogy
ES 463 Petrology
ES 475 Paleontology
ES 496 Seminar in Geology

Four additional earth science courses selected with the adviser's approval.

Plus:
MA 151-152 Calculus I-II
or
MA 141-142 Elements of Calculus I-II
CH 141-142 Chemical Principles I-II
or
CH 131-132 General Chemistry I-II

Physics or Biology:
PH 243-244 General Physics I-II
or
PH 181-182 Elements of Physics I-II
or

Two semesters of biology courses selected with the adviser's approval

Not more than one “D” for a semester course in the major, taught in the department, shall be accepted to fulfill the requirements for this program.

**General Education Requirements (GER)**

A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

**Chemistry-Geology Major**

A major in chemistry-geology is offered jointly with the Department of Chemical Sciences. See the catalog section Interdisciplinary and Preprofessional Programs for details.

**Earth Sciences Minor**

ES 100 Physical Geology
ES 101 Historical Geology

Four additional earth sciences courses (departmental approval required)

**Geophysics Minor**

A minor is jointly offered with the Department of Physics. For further information, contact the department chairpersons.

**Minor in Secondary Education (High School, Middle School or PreK-12 Specialist)**

Students may minor in secondary education (High School, Middle School or PreK-12 Specialist). Successful completion of this minor will lead to Massachusetts Initial Teacher Licensure. Please refer to the Department of Secondary Education and Professional Programs for specific teacher licensure and program requirements.

**Double Major with Elementary Education, Early Childhood Education or Special Education**

Students may choose a double major in earth sciences or geography and elementary education, early childhood education or special education for licensure purposes. Please contact the Department of Earth Sciences and Geography and the appropriate education department for further information.

**Geography**

**Geography Major**

A major or minor in geography can provide a student with a way to examine the world with objectivity. The student can be trained to analyze the water-use and land-use opportunities in your communities, to understand the interrelated systems which keep the land and sea resources in balance, and to appreciate the varied ways in which people all over the world use those resources. BSC graduates have found employ-
ment as planners, environmental analysts, teachers, market researchers, cartographers and administrators. Many of our geography majors have gone on to earn advanced degrees from leading graduate schools.

The following concentrations are found within the geography major. They are of relevance to careers or graduate study.

<table>
<thead>
<tr>
<th>CONCENTRATION</th>
<th>EMPLOYMENT OPPORTUNITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>Teaching at both elementary and secondary school levels</td>
</tr>
<tr>
<td>Environmental</td>
<td>Federal, state, and local agencies; private consulting firms</td>
</tr>
<tr>
<td>Geotechnology</td>
<td>Private firms; government agencies</td>
</tr>
<tr>
<td>Regional and Economic</td>
<td>Government agencies—state and local planning agencies</td>
</tr>
<tr>
<td>Planning</td>
<td></td>
</tr>
</tbody>
</table>

Students are invited to meet with any of the geography faculty—Professors Clark, Domingo, Hayes-Bohanan, Hellström, Rao, or Aten—to discuss the program.

**Geography Major (Core) Requirements**
- GE 100 Physical Geography
  - or
  - GE 120 The Physical World (with department consent)
- GE 203 Meteorology
  - or
  - GE 204 Climatology
  - or
  - GE 361 Geography of Environmental Problems
- GS 110 Human Geography

- Upper level technique course (choose one course from the following courses):
  - GE 216 Cartography
  - GE 317 Air Photo Interpretation — Remote Sensing
  - GE 318 Computer Cartography
  - GE 417 Satellite Image Processing Applications to the Environment
  - GE 419 Geographic Information Systems

- Any Regional Geography course at the 300 level
- GE 474 Quantitative Geography

- GS 353 Urban Geography
  - or
  - GS 473 Political Geography
  - or
  - GS 362 Economic Geography
  - or
  - GS 363 Locational Analysis
- GS 490 Seminar in Geography
- Cognate:
  - MA 141 Elements of Calculus I

No more than one “D” for a course in the major, taught in the department, shall be accepted to fulfill the requirements for these programs.

**General Education Requirements (GER)**
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

**General Geography Concentration**
Core Requirements (see Geography major) in addition to the following:

- GS 473 Political Geography (taken in core)
- Any three courses with at least one from each category:
  - a) GS 300/400 Additional regional geography course
  - b) GS/GE 300/400 Additional systematic courses

Students intending to teach are strongly urged to take GS 320 Geography Materials and Methods.

**Environmental Geography Concentration**
Core Requirements (see Geography major) in addition to the following:

- GE 361 Geography of Environmental Problems (taken in core)
- Three courses (select one course each from three of the four categories):
  - a) ES 240 Hydrology
    - or
    - ES 284 Geomorphology
  - b) GE 203 Meteorology
    - or
    - GE 204 Climatology
c) GE 307 Management and Preservation of the Natural Environment

d) GE 498 Internship (maximum three credits towards concentration)

**Geotechnology Concentration**
Core Requirements (see Geography major) in addition to the following:

GE 419 Geographic Information Systems (GIS) (taken in core)

Any three courses out of at least two of the following categories:

a) GE 216 Cartography
   or GE 318 Computer Cartography

b) GE 317 Air Photo Interpretation – Remote Sensing

c) GS 420 Principles of Urban and Regional Planning
   or GS 430 Geography of Transportation
   or GS 498 Internship (maximum three credits towards concentration)

**Regional and Economic Planning Concentration**
Core Requirements (see Geography major) in addition to the following:

GS 353 Urban Geography (taken in core)

Any three of the following courses:

GS 362 Economic Geography
GS 363 Locational Analysis
GS 420 Principles of Urban and Regional Planning
GS 430 Geography of Transportation

GE 498 Internship—highly recommended
(maximum of 3 credits towards concentration)

**Double Major with Elementary Education, Early Childhood Education or Special Education**
Students may choose a double major in earth sciences or geography and elementary education, early childhood education or special education for licensure purposes. Please contact the Department of Earth Sciences and Geography and the appropriate education department for further information.

**Geography Minor**

GE 100 Physical Geography
GS 110 Human Geography

Four additional geography courses (departmental approval required). Two courses must be at the 200 level or higher and must be from at least two of the following areas:

a) a systematic course
b) a topical course
c) a techniques course

**GRADUATE PROGRAMS**

**Graduate Certificate Program in Geotechnology**
The Certificate Program in Geotechnology is designed to provide students with a good foundation in the fields of Geographic Information Systems and Satellite Remote Sensing technologies with a supporting background in the areas of computer science and management information systems. This program provides an understanding of geotechnologies to produce solutions to practical planning and management problems in the cultural and natural environments.

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE 419 Geographic Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>GS 565 Geotechnology</td>
<td>3</td>
</tr>
<tr>
<td>CS 410 Database Applications</td>
<td>3</td>
</tr>
<tr>
<td>or CS 580 Database Systems</td>
<td></td>
</tr>
<tr>
<td>or SO 403 Seminar: Social Data Analysis</td>
<td></td>
</tr>
<tr>
<td>or GE 474 Quantitative Geography</td>
<td></td>
</tr>
<tr>
<td>One advanced CS programming course (C or C++)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**
Choose any four of the following........................................... 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 520 Operating Systems Principles</td>
<td></td>
</tr>
<tr>
<td>or CS 430 Computer Networks</td>
<td></td>
</tr>
<tr>
<td>or CS 536 Graphics</td>
<td></td>
</tr>
<tr>
<td>or CS 436 Computer Graphics</td>
<td></td>
</tr>
<tr>
<td>or CS 594 Computer Networks</td>
<td></td>
</tr>
<tr>
<td>or CS 430 Computer Networks</td>
<td></td>
</tr>
<tr>
<td>or GE 417 Satellite Image Processing</td>
<td></td>
</tr>
<tr>
<td>Applications to the Environment</td>
<td></td>
</tr>
<tr>
<td>GE 502 Research</td>
<td></td>
</tr>
</tbody>
</table>
GE 503 Directed Study  
MG 445 Information Systems Management  
MG 450 Problems in Information Systems  
MG 480 Systems Analysis  
Total Number of Credits for Certificate Program .... 24

**MASTER OF ARTS IN TEACHING**  
**EARTH SCIENCES**  
This program is inactive.  
**PHYSICAL SCIENCES**  
For current information concerning this program, contact the Department of Physics.
ENGLISH

FACULTY

Chairperson: Professor Evelyn Pezzulich


Associate Professor: Michael Boyd, Michael Hurley, Philip Tabakow

Assistant Professor: Ann Brunjes, Anne Doyle, Garland Kimmer, Katherine Lee, Lee Torda, Kathleen Vejvoda, Jerald Walker

Department Telephone Number: (508) 531-1258
Web site: www.bridgew.edu/catalog/eng.htm

DEGREE PROGRAMS

• BA in English
  Concentrations:
  English Education (High School, Middle School) Writing
• MA in English
• MAT - English

UNDERGRADUATE MINOR

• English

UNDERGRADUATE PROGRAMS

BACHELOR OF ARTS

The program of study for English majors aims to enhance their appreciation and knowledge of literature and the writing process. Through exposure to significant literary works and to the tools for understanding and analyzing what they read and write, students will develop an understanding of the history and background of English-language literatures, including texts in translation central to the discipline. Course work in the major includes offerings in culturally diverse English-language literatures with a foundation in British and American traditions, embracing the writing process and critical analysis. This background prepares English majors to enter diverse careers or to pursue graduate study. Bridgewater State College English majors have achieved success in a wide variety of occupations including teaching, banking, law, medicine, publishing, government service, public relations, technical writing, creative writing, advertising and business administration.

Within the English major, students may also pursue a writing concentration or combine their program with licensure in elementary, middle school, or secondary education.

The department offers an honors program for students who wish to pursue independent study culminating in a thesis.

The department participates in interdisciplinary minors such as American Studies, Canadian Studies, Irish-American Studies and Women’s Studies.

ENGLISH MAJOR

Majors must achieve a grade of C or above in EN 101 Writing I and EN 102 Writing II. Credit earned for EN 101 and EN 102 may not be applied to the major.

The Department of English will permit a major to use only one passing grade below C- to satisfy requirements in the English major. An additional grade below C- will require that major take another English course.

The major must earn 36 credits in English, which must include three semester hours in each of the following:
• EN 203 Writing About Literature (must be taken early in the major)
• EN 211 Literary Classics of Western Civilization to 1600 or EN 221 Major British Writers to 1800
• English literature before 1800 (EN 221 is one of many courses which satisfies this requirement but may not be double counted);
• English literature after 1800 (any course);
• American literature (any course);
• a seminar (generally taken during the senior year).

No more than six hours of 200 level literature courses can be credited toward the major. The six-hour limit in literature does not apply to 200 level writing courses.
**Writing Concentration**
The writing concentration is designed to offer a student supervised writing throughout the college career. Students may select courses which emphasize applied writing (technical and business writing), expressive or referential writing or the teaching of writing. All students electing the writing concentration will be required to take EN 396 Rhetoric and Style.

Students will choose 12-15 credits which count toward the major from among the following (EN 396 must be included):
- EN 200 Personal and Public Writing
- EN 201 Technical Writing I
- EN 202 Business Communication
- EN 203 Writing About Literature
- EN 230 Creative Writing
- EN 280 Journalism
- EN 301 Writing and the Teaching of Writing
- EN 302 Technical Writing II
- EN 389 Topics in Writing
- EN 396 Rhetoric and Style

**General Education Requirements (GER)**
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the *Undergraduate Academic Programs* section of this catalog. For additional graduation requirements, see the *Undergraduate Academic Policies* section of this catalog.

**English Education Concentration - High School/Middle School**
Students may minor in secondary (high school, grades 8-12 or middle school, grades 5-8) education. Successful completion of this program will lead to Massachusetts Initial Teacher Licensure. Students must complete either the English Education Concentration for High School or Middle School. Students should also refer to the *Department of Secondary Education and Professional Programs* for specific teacher licensure and minor requirements.

**Required Courses:**
- A course in young adult literature
- Choose one course from the following courses:
  - EN 211 Literary Classics of Western Civilization to 1600
  - EN 221 Major British Writers to 1800
  - EN 203 Writing about Literature
- Choose one course from the following courses:
  - EN 253 Non-Western Literature
  - EN 310 The African-American Novel
- Choose one course from the following courses:
  - EN 327 Women Writers: The Female Tradition to 1900
  - EN 328 Women Writers: The Female Tradition since 1900
- Choose one course from the following courses:
  - EN 320 Chaucer
  - EN 321 The Age of Pope
  - EN 322 The Age of Johnson
  - EN 335 Elizabethan and Jacobean Drama
  - EN 340 Literature of the English Renaissance
  - EN 341 Literature of the Continental Renaissance
  - EN 342 Shakespeare: Histories and Comedies
  - EN 343 Shakespeare: Tragedies and Late Plays
  - EN 360 The English Novel I
  - EN 370 Seventeenth Century Literature
  - EN 380 Milton
- Choose one course from the following courses:
  - EN 312 Modern British Fiction
  - EN 350 Recent British Fiction
  - EN 353 Modern European Drama
  - EN 361 The English Novel II
  - EN 365 Victorian Prose and Poetry
  - EN 366 Tennyson, Browning, and Arnold
  - EN 381 Irish Literature I
  - EN 382 Irish Literature II
  - EN 386 English Romantic Poets
  - EN 393 Modern British Poetry
- Choose one course from the following courses:
  - EN 261 Film Study: Introduction to the Art
  - EN 262 Film Study: Literature and Film
- Choose one course from the following courses:
  - EN 305 History of the English Language
  - EN 323 Introduction to Linguistics
- Choose one course from the following courses:
  - EN 309 Early American Literature
  - EN 331 U.S. Literature in the Nineteenth Century I
  - EN 332 U.S. Literature in the Nineteenth Century II
  - EN 333 Realism and Naturalism in American Literature
- Choose one course from the following courses:
  - EN 329 Modern American Fiction
  - EN 330 Recent American Fiction
  - EN 346 Southern Literature
EN 356 Modern American Drama
EN 394 Modern American Poetry
EN 395 Studies in Recent American Poetry
• EN 301 Writing and the Teaching of Writing
• One seminar course

General Education Requirements (GER)
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

Double Major with Elementary Education, Early Childhood Education or Special Education
Students may choose a double major in English and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

English Minor
Traditionally considered the province of liberal arts majors, the English minor also offers a suitable option for students majoring in such specialized technical and professional fields as computer science, social sciences, behavioral sciences and management science. Eighteen credits in English are required with at least nine credits in courses at the 300 level or above. The remaining nine credits may be taken in courses at the 200 level or above. Credit earned for EN 101 Writing I and EN 102 Writing II may not be applied toward the minor.

Honors Program
The Honors Program in English provides highly motivated English majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in post-graduate employment or in the pursuit of an advanced degree in English. Contact the Department of English for further information concerning eligibility and application.

GRADUATE PROGRAMS

Program Coordinator: Dr. William Smith

Master of Arts
The Master of Arts degree in English (M.A.) is designed for students pursuing advanced studies in English. Candidates in this degree program come from varied academic backgrounds. Some simply want to extend their undergraduate background and complete an M.A. in English, while others are destined for a Ph.D. and a college teaching career. A number of our M.A. students are already certified teachers in private or public schools and want an advanced degree in English for professional reasons. Finally, not a small number simply want to acquire the M.A. as an end in and of itself.

Degree Requirements
Thirty-three (33) credits at the 500-level distributed as follows:
- EN 500 Introduction to Graduate Study in English (3 credits) (To be taken early in the student's program)
- Three courses in literary periods, figures, or genres (9 credits)
- One course in ethnic or culturally diverse literature (3 credits)
- One course in literary theory (3 credits)
- One course in writing (3 credits)
- Two elective courses in literature and/or writing (6 credits)

The remaining course requirements (6 credits) can be satisfied by completing one of the following two research options:

Thesis Option:
Students who choose this option will research and write a thesis, a work of independent scholarship, which demonstrates their ability to apply the knowledge and scholarly tools acquired during their degree work. Students who want to pursue doctoral work in English are strongly encouraged to choose the thesis option. Those who choose to write a thesis should consult the Graduate Coordinator and adviser to select a thesis director and committee, then write a thesis proposal, and register for EN 502 Research (6 credits).
The thesis must be fully accepted by the thesis director and thesis committee.

Non-Thesis Option:
Students who choose not to write a thesis must complete the non-thesis option by fulfilling both of the following requirements:

1. Students must enroll in two additional three-credit 500-level elective courses in literature and/or writing (Total 6 credits).

2. Students are also required to submit two long seminar papers for evaluation by the Graduate Committee. For this purpose students should select their two best seminar papers written during their graduate program of study. (These papers should be clean, i.e., without the professors’ comments and grades.) Subject to the acceptance by the Graduate Committee, the seminar papers will be placed in the student’s folder in the department.

Total Degree Credits: 33

Additional Degree Requirements:
A Foreign Language Reading Proficiency Test (An intermediate-level reading/translation test in a foreign language of the student’s choice; the student may use a foreign-language dictionary during the test.)

A Comprehensive Examination
(Taken after course work is completed)

Admission Requirements:
An undergraduate major in English, with at least twenty-four credit hours in the discipline, is generally required for admission to this program. Students with deficient academic backgrounds are sometimes accepted into the program with the stipulation that these deficiencies be made up before work actually credited to the degree program begins. Applicants to the M.A. program are also required to take the GRE General Test. The GRE subject test is not required.

Master of Arts in Teaching
English
Program for Teachers who have, or are seeking Professional Licensure
The Master of Arts in Teaching degree in English (M.A.T.) was developed for high-school and middle-school English teachers. Specifically, the M.A.T. is designed for secondary school teachers who have initial licensure and are seeking professional licensure in the Commonwealth of Massachusetts. Also, this degree program will appeal to high-school and middle-school English teachers who already have standard certification (professional license) and simply want to acquire additional knowledge and a graduate degree in the discipline. Graduate students in the M.A.T. will complete courses in both English and education. Advising will be done by full-time members of the graduate faculty in the Department of English.

Degree Requirements:
Thirty-three (33) credits at the 500-level distributed as follows:

Eighteen (18) credits in English
   EN 500 Introduction to Graduate Study in English (3 credits)
   Two courses in literary periods, figures, or genres (6 credits)
   One course in writing (3 credits)
   One course in ethnic and culturally diverse literature (3 credits)
   One elective course in literature or writing (3 credits)

Fifteen (15) credits in Secondary Education:
   ED 530 The Teacher as Researcher
   ED 531 The Standards-Based Classroom: Curriculum
   ED 532 The Teacher as Leader: From Issues to Advocacy
   ED 533 The Standards-Based Classroom: Instruction and Assessment
   ED 538 The Professional Teacher (final program course)
   Information about ED 530-538 is provided in the Course Description section of this catalog.

A Comprehensive Examination administered by the Department of English

The revised M.A.T. program is designed to meet the “appropriate master’s degree” requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent DOE licensure regulations.
The Department of Foreign Languages participates in the multidisciplinary minor in Canadian Studies. For specific information on these programs, consult the catalog section Interdisciplinary and Preprofessional Programs.

**SPANISH MAJOR**
To graduate with a major in Spanish, the student must take 30-36 credits of Spanish courses LS 252 and above. The following is a partial list of approved courses for the Spanish major.
- LS 252 Reading in Spanish
- LS 271 Patterns of the Spanish Language
- LS 272 Spanish Composition
- LS 281 Spanish Conversation and Phonetics
- LS 301 The Golden Age of Spanish Literature
- LS 310 Contemporary Latin American Short Story
- LS 320 Latin American Poetry
- LS 351 Cervantes
- LS 371 Advanced Spanish Conversation
- LS 381 The Middle Ages
- LS 391 Spanish Civilization
- LS 392 Spanish-American Civilization
- LS 400 Survey of Spanish Literature
- LS 401 Topics in Spanish Literature
- LS 402 Survey of Spanish-American Literature
- LS 403 Topics in Spanish-American Literature
- LS 404 Nineteenth Century Spanish Literature
- LS 410 Latin American Novel: Early Twentieth Century
- LS 420 The Contemporary Latin American Novel
- LS 451 Twentieth Century Spanish Literature
- LS 490 Seminar in Hispanic Literature
- LS 495 Seminar in Spanish-American Literature

A maximum of three credits in FL 498 Internship in Foreign Languages may be substituted for one course above with departmental approval.

A maximum of three credits earned in a Spanish course taught in English may be applied toward the Spanish major.

The following courses are not applicable towards the Spanish major:
- LS 210 Latin American Poetry in Translation
- LS 220 The Contemporary Latin American Novel in English Translation
- LS 230 Contemporary Latin American Short Story in Translation
- FL 300 Languages of the World
General Education Requirements (GER)
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

SACHEM consortium courses and study abroad are available for transfer purposes.

The Spanish major sequence is not available in the evening hours.

Double Major with Elementary Education, Early Childhood Education or Special Education
Students may choose a double major in Spanish and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

Spanish Minor
Spanish minors are required to take 18 semester hours in the foreign language, which may include the 101-102 level. The choice of subsequent courses may be determined in consultation with the department head.

A maximum of three credits earned in a Spanish course taught in English may be applied toward the Spanish minor.

The following courses are not applicable towards the Spanish minor:
LS 210 Latin American Poetry in Translation
LS 220 The Contemporary Latin American Novel in English Translation
LS 230 Contemporary Latin American Short Story in Translation
FL 300 Languages of the World

Minor in Secondary Education
Students with a minor in education must refer to the Department of Secondary Education and Professional Programs for specific requirements. Students intending to qualify for Spanish licensure should consult the chairperson of the Department of Foreign Languages as early as possible.

Education Core for 5-12 Licensure Program
ED 210 Introduction to Teaching
ED 235 Learning and Motivation
ED 335 Assessment and Planning
ED 445 Content Area Reading, Writing and Study Skills
FL 324 Foreign/Second Language Applied Linguistics
ED 424 Strategies for Teaching Foreign Language
ED 490 Student Teaching Practicum

GER Foreign Language Requirement
All students must successfully complete one semester of a foreign language at the 102 level of the course. Students who are continuing the study of foreign languages at Bridgewater State College should do so at the earliest opportunity.

With the exception of advanced placement foreign language courses and foreign language CLEP exams, credit may not be granted to students exempt from one to two semesters of the general education requirement in foreign language because of study of three or more secondary levels of the same foreign language or because of a placement score. Students whose total credit hours fall below the minimum 120 required for graduation due to a foreign language exemption would need to take additional or free elective course work to meet this graduation requirement.

Foreign Language Placement Policy
- If you have completed four levels of foreign language in high school
  - You are exempt from the Foreign Language General Education requirement
  - You may continue your study of foreign language by
    - taking the Foreign Language Placement Exam
    - and taking further Foreign Language courses as designated by the Placement Exam
  - beginning a new foreign language and completing _101 and _102

- If you have completed three levels of foreign language in high school with at least a C grade in level three
  - You will automatically be placed in level _102 of the same language.
  - You may choose to begin a new foreign language and must complete _101 and _102.
  - You may take the Foreign Language Placement Exam for higher placement only.
- If you have completed three levels of foreign language in high school with less than a C in
level three
- You must take the Foreign Language Placement Exam and be placed accordingly.
- You may begin a new foreign language and must complete _101 and _102.
- If it has been two or more years since you completed three levels of foreign language in high school
  - You must take the Foreign Language Placement Exam and you may take _101 for credit if the exam places you in _101.
  - You may begin a new foreign language and complete _101 and _102.
- If you are a transfer student from another college or university and
  - You took a foreign language at your previous institution, your transfer credits and remaining foreign language general education requirement will be assessed upon admission to Bridgewater State College
  - You did not take a foreign language at your previous institution, your remaining general education foreign language requirement (should there be one) will be determined by your foreign language experience in high school, based on the guidelines above.
- If your situation does not fit one of the categories above
  - Contact the chairperson of Foreign Languages (Room 332, Tillinghast Hall, (508) 531-2455), for additional assistance.

Students who were exempt from foreign language study in high school or at previous colleges must go through a formal process to request a substitution of the foreign language requirement at Bridgewater. Students with appropriate documentation should meet with the learning disabilities specialist or the disability resources coordinator as early as possible to receive information on the process requirements.

Honors Program
The Honors Program in Spanish provides highly motivated Spanish majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in post-graduate employment or in the pursuit of an advanced degree in Spanish. Contact the Department of Foreign Languages for further information concerning eligibility and application.
FACULTY

Chairperson: Professor Jean Stonehouse

Professors: David Culver, Philip Silvia, Jr., Thomas Turner, Alfred Wolff

Associate Professors: Lucille Fortunato DeLisle, Andrew Harris, Leonid Heretz, Andrew Holman, Margaret Lowe, Wing-Kai To

Assistant Professor: Michael Ierardi

Department Telephone Number: (508) 531-1388

Web site: www.bridgew.edu/depts/history/

DEGREE PROGRAMS

• BA in History
  Concentration: Military History
• MAT - History

UNDERGRADUATE MINORS

• History
• Public History*

*Interdisciplinary Minor

UNDERGRADUATE PROGRAMS

BACHELOR OF ARTS

The department offers students a solid, liberal arts major as preparation for professional careers, for graduate study in other fields (law and librarianship, for example) and for careers as museum professionals and public historians. It prepares students to teach history at the middle and high school level, and it provides a relevant and valuable liberal arts major to students preparing for careers in elementary, early childhood and special education. It also contributes to the general education program by offering history courses to all students.

The Department of History recommends that its majors select a minor or interdisciplinary program that will complement the major program. History majors electing secondary education are strongly urged to take elective courses in geography, political science, economics and the behavioral sciences in order to meet present employment expectations.

HISTORY MAJOR

No grade lower than a "C-" in a history course may be used to fulfill the requirements for the history major. This policy will be applied to students accepted for matriculation as freshmen or as transfer students enrolled for Fall semester 1999 or thereafter. Students receiving a "D" or "F" in a history course may continue as history majors but must either retake and successfully complete the course (with a grade of "C-" or better) or must successfully complete another course that fulfills the same required "Area" for the major.

Required courses:

• One course from among:
  HI 111 Western Civilization to the Reformation
  HI 121 The Ancient World
  HI 131 World History to 1500

• One course from among:
  HI 112 Western Civilization since the Reformation
  HI 132 World History since 1500

• HI 221 United States History and Constitutions to 1865
• HI 222 United States History and Constitutions since 1865

• One course taken from each of the following areas:
  Area III Ancient, Medieval, Early Modern Europe
  Area IV Modern Europe
  Area V United States History to 1877
  Area VI United States History since 1877
  Area VII The Traditional World
  Area VIII Modern World

• Two upper division (300 and 400 level) electives, which must be taken in different geographical areas (World, Europe, U.S.A.) Students may meet this requirement with courses in public history and/or museum management. Note: Students seeking elementary education, middle school or high school licensure with a history major should select an additional course in Area III as one of their electives so that they have taken one course from the Ancient/Medieval offerings and one from Early Modern Europe for a total of six credit hours in Area III toward completion of the major.
• HI 495 Undergraduate History Colloquium
  or
HI 496 Undergraduate History Seminar
Students may use these courses to meet area requirements

Only six hours of 100 level and six hours of 200 level courses may be applied toward a history major or minor.

No more than three hours from the following courses may be used toward the 36 hours required for a history major: HI 392, 498, 499.

**General Education Requirements (GER)**
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

**UNDERGRADUATE COURSES BY AREA**

**Area I - Western Civilization and World History**
HI 111 Western Civilization to the Reformation
HI 112 Western Civilization since the Reformation
HI 121 The Ancient World
HI 131 World History to 1500
HI 132 World History since 1500

**Area II - United States History Surveys**
HI 221 United States History and Constitutions to 1865
HI 222 United States History and Constitutions since 1865

**Area III - Ancient, Medieval, Early Modern Europe**
HI 400 The Ancient World: Near East
HI 403 Ancient Greece and the Hellenistic Age
HI 404 The Ancient World: Rome
HI 406 Rise of Early Christianity
HI 407 Mystery Religions
HI 408 Jews and Christians in the Ancient Roman World
HI 415 Europe in the Middle Ages
HI 418 Renaissance Europe
HI 419 The Reformation and Wars of Religion
HI 420 Early Modern Europe: Society and Culture
HI 421 European Women's History: Medieval Renaissance and Reformation
HI 425 British History since 1603
HI 428 Louis XIV and The Age of Absolutism
HI 437 European National Histories (when appropriate)
HI 437 European National Histories: Italy
HI 437 European National Histories: France

**Area IV - Modern Europe**
HI 426 British Empire and Commonwealth since 1815
HI 429 The French Revolution and the Napoleonic Era
HI 430 Nineteenth Century Europe
HI 431 Twentieth Century Europe
HI 432 Intellectual History of Modern Europe
HI 433 Modern European Imperialism
HI 434 Modern Russia to 1917
HI 435 History of the U.S.S.R.
HI 436 History of East-Central Europe since 1918
HI 437 European National Histories
ID 427 Ireland in Literature and History, 1798-1922

**Area V - U.S. History to 1877**
HI 441 United States History: The Colonial Period 1607-1763
HI 442 United States History: The American Revolution, 1763-1787
HI 443 United States History: The Early National Period
HI 444 Jacksonian Democracy and the Coming of the Civil War
HI 445 United States History: The Civil War
HI 447 The American South
HI 448 United States Foreign Relations to 1900
HI 461 American Immigration and Ethnicity
HI 463 History of the American City
HI 464 New England Textile Communities: Social and Economic History
HI 465 African-American History
HI 466 Women in American History
HI 489 History of Canadian-American Relations

**Area VI - U.S. History since 1877**
HI 364 Topics in Recent American History
HI 446 United States History: 1865-1990
HI 449 United States Foreign Relations since 1900
HI 453 United States History: Progressive Era
HI 456 World War II
HI 457 America since World War II
HI 461 American Immigration and Ethnicity
HI 462 American Labor History
HI 463 History of the American City
HI 464 New England Textile Communities: Social and Economic History
HI 465 African-American History
HI 466 Women in American History
HI 471 Sport in American Life

Area VII - The Traditional World
HI 400 The Ancient World: Near East
HI 409 Mesoamerican Societies and Cultures
HI 422 Slavery and Race in the Atlantic World
HI 423 Portuguese Seaborne Empire
HI 434 Modern Russia to 1917
HI 475 History of the Middle East, 1700 to the Present
HI 477 Latin America: The Colonial Period
HI 480 History of Imperial China
HI 483 South Asia: The Modern Period
HI 486 Africa since 1800
HI 487 Canadian History to Confederation
HI 491 Medicine and Society in the North Atlantic World

Area VIII - Modern World
HI 422 Slavery and Race in the Atlantic World
HI 423 Portuguese Seaborne Empire
HI 435 History of the U.S.S.R.
HI 456 World War II
HI 475 History of the Middle East, 1700 to the Present
HI 476 The Arab-Israeli Conflict
HI 478 Latin America: The National Period
HI 481 China Under Communism
HI 482 History of Modern Japan
HI 483 South Asia: The Modern Period
HI 484 War and Revolution in Modern Asia
HI 486 Africa since 1800
HI 488 Canadian History since Confederation
HI 489 History of Canadian-American Relations
HI 491 Medicine and Society in the North Atlantic World
HI 494 Quebec and Canada since 1867

The following courses may be used to meet area requirements. The specific area, however, depends on the topic or topics addressed in the course:
HI 338 Honors Tutorial - Fall Semester

HI 339 Honors Tutorial - Spring Semester
HI 391 Historiography
HI 392 History Seminar
HI 393 Study and Writing of History
HI 439 Topics in Non-United States History
HI 440 Topics in United States History
HI 485 Honors Thesis
HI 490 Historical Studies at Oxford
HI 495 Undergraduate History Colloquium Seminar
HI 496 Undergraduate History Seminar
HI 498 Internship in History
HI 499 Directed Study in History

The following courses also carry credit in history:
ID 200 Introduction to Canadian Studies
ID 211 History and Literature of Western Civilization I
ID 220 Introduction to American Studies
ID 420 American Studies Seminar
ID 427 Ireland in Literature and History, 1798-1922

History Major/Middle School or High School Education

History (Teacher of History Grades 5-8)
Please consult the Secondary Education and Professional Programs section of this catalog for courses required for the secondary education (high school, middle school, PreK-12 specialist) minor.

No grade lower than a “C-“ in a history course may be used to fulfill the requirements for the history major. This policy will be applied to students accepted for matriculation as freshmen or as transfer students enrolled for Fall semester 1999 or thereafter. Students receiving a “D” or “F” in a history course may continue as history majors but must either retake and successfully complete the course (with a grade of “C-“ or better) or must successfully complete another course that fulfills the same required “Area” for the major.

Required courses:
• Methods course requirement of all candidates seeking licensure as a teacher of history, grades 5-8:
  MS 450 Strategies of Teaching History in the Middle School
• One course from among the following:
  HI 111 Western Civilization to the Reformation
  HI 121 The Ancient World
  HI 131 World History to 1500
• One course from among the following:
  HI 112 Western Civilization since the Reformation

School of Arts and Sciences
HI 132 World History since 1500
• HI 221 United States History and Constitutions to 1865
• HI 222 United States History and Constitutions since 1865

• One course taken from each of the following areas:
  Area III Ancient, Medieval, Early Modern Europe
  Area IV Modern Europe
  Area V United States History to 1877
  Area VI United States History since 1877
  Area VII The Traditional World
  Area VIII Modern World

Note: Students seeking middle school or high school licensure with a history major should select an additional course in Area III as one of their electives so that they have taken one course each from the Ancient/Medieval offerings and one from Early Modern Europe for a total of six credit hours in Area III toward completion of the major.

• Two additional upper division (300 and 400 level) history electives, which must be taken in different geographical areas (World, Europe, U.S.A.)

• HI 495 Undergraduate History Colloquium
  or
  HI 496 Undergraduate History Seminar
Students may use these courses to meet area requirements

Only six hours of 100 level and six hours of 200 level courses may be applied toward a history major or minor.

No more than three hours from the following courses may be used toward the 36 hours required for a history major: HI 392, 498, 499 (except for the Community History Concentration).

**General Education Requirements (GER)**
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

**History (Teacher of History Grades 8-12)**
Please consult the Secondary Education and Professional Programs section of this catalog for courses required for the secondary education minor.

No grade lower than a “C-” in a history course may be used to fulfill the requirements for the history major. This policy will be applied to students accepted for matriculation as freshmen or as transfer students enrolled for Fall semester 1999 or thereafter. Students receiving a “D” or “F” in a history course may continue as history majors but must either retake and successfully complete the course (with a grade of “C-” or better) or must successfully complete another course that fulfills the same required “Area” for the major.

**Required courses:**
- Methods course requirement of all candidates seeking certification as a teacher of history, grades 8-12:
  - HS 412 Strategies for Teaching History in the High School
- One course from among the following:
  - HI 111 Western Civilization to the Reformation
  - HI 121 The Ancient World
  - HI 131 World History to 1500
- One course from among the following:
  - HI 112 Western Civilization since the Reformation
  - HI 132 World History since 1500
- HI 221 United States History and Constitutions to 1865
- HI 222 United States History and Constitutions since 1865

- One course taken from each of the following areas:
  Area III Ancient, Medieval, Early Modern Europe
  Area IV Modern Europe
  Area V United States History to 1877
  Area VI United States History since 1877
  Area VII The Traditional World
  Area VIII Modern World

Note: Students seeking middle school or high school licensure with a History major should select an additional course in Area III as one of their electives so that they have taken one course from the Ancient/Medieval offerings and one from Early Modern Europe for a total of six credit hours in Area III toward completion of the major.

- Two additional upper division (300 and 400 level) history electives, which must be taken in different geographical areas (World, Europe, U.S.A.)
• HI 495 Undergraduate History Colloquium
  or
HI 496 Undergraduate History Seminar
Students may use these courses to meet area requirements.

Only six hours of 100 level and six hours of 200 level courses may be applied toward a history major or minor.

No more than three hours from the following may be used toward the 36 hours for a history major: HI 392, 498, 499.

**General Education Requirements (GER)**
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the *Undergraduate Academic Programs* section of this catalog. For additional graduation requirements, see the *Undergraduate Academic Policies* section of this catalog.

**Military History Concentration**
All history majors with a military concentration must meet all the requirements of the history major. Specific course content areas are noted below.

No grade lower than a "C-" in a history course may be used to fulfill the requirements for the history major. This policy will be applied to students accepted for matriculation as freshmen or as transfer students enrolled for Fall semester 1999 or thereafter. Students receiving a "D" or "F" in a history course may continue as history majors but must either retake and successfully complete the course (with a grade of "C-" or better) or must successfully complete another course that fulfills the same required "Area" for the major.

Required courses:
- One course from among:
  HI 111 Western Civilization to the Reformation
  HI 121 The Ancient World
  HI 131 World History to 1500
- One course from among:
  HI 112 Western Civilization since the Reformation
  HI 132 World History since 1500
- HI 221 United States History and Constitutions to 1865
- HI 222 United States History and Constitutions since 1865
- One course taken from each of the following areas: (one course of each grouping must be in military history)
  - Area III and IV: Ancient, Medieval, Early Modern Europe;
    Modern Europe
  - Area V and VI: United States History to 1877; United States History since 1877
  - Area VII and VIII: The Traditional World; Modern World

Note: Students seeking middle school or high school licensure with a history major should select an additional course in Area III as one of their electives so that they have taken one course from the Ancient/Medieval offerings and one from Early Modern Europe for a total of six credit hours in Area III toward completion of the major.

- Two upper division (300 and 400 level) military history electives, which must be taken in different geographical areas (World, Europe, U.S.A.)
- HI 495 Undergraduate History Colloquium
  or
HI 496 Undergraduate History Seminar
Students may use these courses to meet area requirements.

No more than three hours from the following may be used toward the 36 hours required for a history major: HI 392, 498, 499.

**General Education Requirements (GER)**
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the *Undergraduate Academic Programs* section of this catalog. For additional graduation requirements, see the *Undergraduate Academic Policies* section of this catalog.

**Double Major With Elementary Education, Early Childhood Education or Special Education**
Students may choose a double major in history and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested sequences are available.
MINOR IN SECONDARY (HIGH SCHOOL, MIDDLE SCHOOL, PREK-12 SPECIALIST)
Students may minor either in secondary (high school, grades 8-12 or middle school, grades 5-8) education. Successful completion of either of these programs will lead to Massachusetts Initial Teacher Licensure. Please refer to Secondary Education and Professional Programs for specific teacher licensure and program requirements.

HISTORY MINOR
Required courses:
HI 111 Western Civilization to the Reformation
or
HI 121 The Ancient World
or
HI 131 World History to 1500
HI 112 Western Civilization since the Reformation
or
HI 132 World History since 1500
HI 221 U.S. History and Constitutions to 1865
HI 222 U.S. History and Constitutions since 1865

One course (three hours) from the 300-400 upper level courses. Students may select from the following areas:
Area III: Ancient, Medieval, Early Modern Europe
Area IV: Modern Europe
Area VII: Traditional World
Area VIII: Modern World

One course (three hours) from the 300-400 upper level courses. Students may select from any one of the following areas:
Area V: United States History to 1877
Area VI: United States History since 1877

Only six hours of 100 level and six hours of 200 level courses may be applied toward a history major or minor.

INTERDISCIPLINARY MINOR IN PUBLIC HISTORY
The departments of history and sociology and anthropology offer an interdisciplinary minor in public history that provides students with education and training for professional positions in public institutions such as museums, government offices, historical societies, national parks and in business. The program is designed to serve the Southeastern Massachusetts region.

Required courses:
HI 392 History Seminar
HI 492 Historical Museum Management
or
HI 493 Museum Management: A Practicum
HI 498 Internship in History
AN 103 Introduction to Archeology
AN 403 Archeological Field Excavation in Prehistoric Sites in New England
or
AN 328 Archeology of North America
AN 410 Public Archeology

Suggested Electives:
HI 440 Topics in United States History: Public History
HI 441 United States History: The Colonial Period 1607-1763
HI 460 History of American Indians
HI 461 American Immigration and Ethnicity
HI 464 New England Textile Communities: Social and Economic History
SO 306 Cities and People: Urban Sociology
SO 315 Ethnic Experience in America
PO 277 American Government: State and Local

For further information students should contact Professor Jean Stonehouse, chairperson, Department of History.

HONORS PROGRAM
The Honors Program in History provides highly motivated history majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in post-graduate employment or in the pursuit of an advanced degree in history. Contact the Department of History for further information concerning eligibility and application.

GRADUATE PROGRAMS

MASTER OF ARTS IN TEACHING HISTORY
The Master of Arts in Teaching degree was developed for high school and middle school subject area teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. The M.A.T. program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent DOE licensure regulations.
degree program will also appeal to secondary school teachers who already hold a standard level or professional license and want to acquire additional knowledge and a master's degree in the discipline.

Students should consult the Graduate and Continuing Education section of the catalog for information regarding graduate program procedures and admission standards.

All accepted students must enroll under the direction of their adviser in GP 501 Graduate Program Planning, which is described under “Graduate Advisors and Program Planning” in the Graduate and Continuing Education section of this catalog.

**Program Requirements**

**Education Core Courses**

1. ED 530 The Teacher as Researcher
2. ED 531 Take Standards-Based Classroom: Curriculum
3. ED 532 The Teacher as Leader: From Issues to Advocacy
4. ED 533 The Standards-Based Classroom: Instruction and Assessment
5. ED 538 The Professional Teacher (final program course)

Information about ED 530-538 is provided in the Course Descriptions section of this catalog under the heading of “School of Education and Allied Studies (SEAS) Master’s Courses (ED)”.

**Concentration Electives**

M.A.T. students are expected to have, or acquire in addition to degree requirements, an appropriate background of college level courses in history, to be determined by the department.

A minimum of 18 approved graduate credits in the academic area of concentration, which meet the academic and professional objectives of the student, is required.

Each student must pass a comprehensive examination prior to being eligible to receive the Master of Arts in Teaching degree.

For program details, candidates should consult the Department of History’s graduate program coordinator, Dr. Thomas Turner.

---

**Master of Arts in Teaching Social Studies**

This program is inactive

**Graduate Programs by Area**

Each student entering a graduate program in history will choose, in consultation with the adviser, one of the four groups of historical study listed below as his or her major. Two areas must be chosen within the major group and one additional area from the remaining groups. Students majoring in group II, III, or IV must choose the additional area in the History of the United States. These areas must be declared on the departmental form upon entering the program. Students may not change the areas after the application for the comprehensive examination has been filed.

Candidates are expected to know historiography in each field.

The graduate program in history is divided into four major groups:

I. United States and Canada
II. Europe
III. Latin America
IV. Asia and Africa

**Group I: United States and Canada Areas**

1. Chronological period, 1607-1787
2. Chronological period, 1787-1877
3. Chronological period, 1877 to present
4. Canada

**Group II: Europe Areas**

1. Ancient Greece and Rome
2. Middle Ages and Renaissance
3. Early Modern and Revolutionary Europe
4. Nineteenth and Twentieth Century Europe
5. Russia and Eastern Europe

**Group III: Latin America Areas**

1. Pre-Columbian and Colonial Period
2. National Period
3. Brazil

**Group IV: Asia and Africa Areas**

1. Ancient Middle East
2. Middle East since Mohammed
3. Colonial Africa
4. Modern Africa
5. China
6. Japan
MATHEMATICS AND
COMPUTER SCIENCE

Faculty
Chairperson: Assistant Professor Richard Quindley
Professors: Hang-Ling Chang, Zon-I Chang,
Paul Fairbanks, Walter Gleason,
Roger Marshall, Thomas Moore,
Glenn Pavlicek, Gail Price,
Philip Scalisi, Uma Shama,
Robert Sutherland
Associate
Professors: Frank Lambiase, Michael Makokian,
John Nee
Assistant
Professors: Mahmoud El-Hashash,
Ward Heilman, Torben Lorenzen,
Abdul Sattar

Department Telephone Number: (508) 531-1342
Web site: www.bridgew.edu/depts/mathcs/

Degree Programs
• BA in Mathematics
• BS in Mathematics
• BA in Computer Science
• BS in Computer Science
• MS in Computer Science
• MAT – Mathematics

Undergraduate Minors
• Computer Science
• Mathematics

Undergraduate Programs

Bachelor of Arts/Bachelor of Science in Mathematics
Since mathematics is both a cultural and a technical field of study, the curriculum is planned with the following objectives:

1. to introduce students to mathematics as an important area of human thought;
2. to prepare students for careers in industry;
3. to give preparation to students for graduate study in mathematics and related fields;
4. to prepare students planning to teach mathematics on the secondary level;
5. to serve the needs of students in fields which rely on mathematics, e.g., experimental sciences, social sciences, and elementary education.

Double Major with Elementary Education or Early Childhood Education
Students may choose a double major in mathematics and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

Minor in Secondary Education (High School, Middle School, or PreK-12 Specialist)
Students may minor in secondary education (High School, Middle School or PreK-12 Specialist). Successful completion of this minor will lead to Massachusetts Initial Teacher Licensure. Please refer to the Department of Secondary Education and Professional Programs for specific teacher licensure and program requirements.

Bachelor of Arts/Bachelor of Science in Computer Science
This program provides a broad background in computer science and will serve as preparation for employment in computer applications or for graduate studies in the field.

The department participates in a number of multidisciplinary programs for students preparing for careers in medicine, dentistry or oceanography. Additional information on these programs may be found in the section Interdisciplinary and Preprofessional Programs.

Mathematics Major
All majors are required to take:
• MA 151-152 Calculus I-II
• MA 251-252 Calculus III-IV
• MA 202 Linear Algebra
• MA 301 Abstract Algebra I
• MA 401 Introduction to Analysis I
• CS 101 Computer Science I
or
CS 200 FORTRAN
• PH 243-244 General Physics I-II
• Five electives from any 300 or 400 level courses except MA 318. PH 403 Mathematical Physics may be taken as one of these five electives. Majors preparing for secondary school teaching careers must take MA 403 Probability Theory, MA 408 History of Mathematics as two of the five electives.

School of Arts and Sciences
Not more than one grade in the D range (D+, D, D−) among the five courses MA 151, MA 152, MA 202, MA 251, and MA 252 shall be accepted in partial fulfillment of the requirements for the major in mathematics. A student receiving a second grade in the D range in one of the above courses must repeat the course with the higher number and receive a C- or better before being allowed to enroll in other mathematics courses.

Note:
Students who are contemplating majoring in mathematics or computer science should be aware of the sequential nature of the course offerings. In order for students to plan their programs so that degree requirements may be completed within a four-year period, students should consult with the chairperson of the department or their advisor as soon as possible.

General Education Requirements (GER)
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

Mathematics Minor
A minimum of eighteen hours is required. Students must satisfy the following three requirements:

1. MA 151-152 Calculus I-II
   or
   MA 141-142 Elements of Calculus I-II

2. One course from among the following:
   MA 120 Introduction to Linear Algebra
   MA 202 Linear Algebra
   MA 214 Introduction to Modern Algebra

3. Three additional courses from among the following:
   MA 110 Elementary Statistics I
   MA 111 Elementary Statistics II
   MA 120 Introduction to Linear Algebra
   MA 130 Discrete Mathematics I
   MA 200 Probability and Statistics
   MA 202 Linear Algebra
   MA 214 Introduction to Modern Algebra
   MA 216 Analytic Geometry
   MA 251 Calculus III

   any 300 or 400 level MA courses (including MA 318)

Students who take one course from any of the following pairs of courses may not take the other course of that pair for credit towards the minor:
   MA 110 and MA 200
   MA 120 and MA 202
   MA 214 and MA 301

Students may elect to take MA 220 Introduction to Calculus to satisfy #1. Students who do so must take four courses to satisfy #3 although they may use up to two courses from among MA 105 Selected Topics in Mathematics, MA 107 Principles of Mathematics I, and MA 108 Principles of Mathematics II to satisfy that requirement.

Computer Science Major
All majors are required to take the following courses:
   CS 101 Computer Science I
   CS 102 Computer Science II
   CS 201 Assembly Language Programming
   CS 206 Introduction to Computer Organization
   CS 330 Data Structures and Algorithms
   CS 340 Organization of Programming Languages
   CS 350 Operating Systems
   MA 120 Introduction to Linear Algebra
   MA 130 Discrete Mathematics I
   MA 151-152 Calculus I-II
   MA 330 Discrete Mathematics II

At least four electives (12 semester hours) must be selected from the following courses:
   CS 280 Fundamentals of Microprocessors and Microcomputers
   CS 345 Compiler Construction
   CS 395 Computer Science Seminar
   CS 399 Topics in Theoretical Computer Science
   CS 405 Introduction to Database Systems
   CS 430 Computer Networks
   CS 435 Analysis of Algorithms
   CS 436 Computer Graphics
   CS 445 Logic Programming
   CS 460 Introduction to Robotics
   CS 470 Introduction to Artificial Intelligence
   CS 498 Internship in Computer Science
   MA 382 Switching Theory
   or
   MA 415 Numerical Analysis
   PH 442 Digital Electronics I

Not more than one grade in the D range (D+, D, D−) among the five courses CS 101, CS 102, CS 201, CS 206
and CS 330 shall be accepted in partial fulfillment of the requirements for the major in computer science. A student receiving a second D in one of the above must repeat the course with the higher number and receive a C- or better before being allowed to enroll in other computer science courses.

Any computer science major who has successfully completed CS 102 will not be allowed to take CS 100 or CS 105 for academic credit.

**General Education Requirements (GER)**
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

**Computer Science Minor**
CS 101 Computer Science I
CS 102 Computer Science II
CS 201 Assembly Language Programming
and three additional courses to be selected from:
   PH 442 Digital Electronics I
   or any course counting toward the computer science major.

**Honors Program**
The Honors Program in Mathematics and Computer Science provides highly motivated mathematics and computer science majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in mathematics or computer science. Contact the Department of Mathematics and Computer Science for further information concerning eligibility and application.

**Graduate Programs**

**Master of Science in Computer Science**
The Master of Science in Computer Science is intended to meet the growing need for high-level computer professionals by

- strengthening the preparation of individuals currently working in computer-related fields;
- training professionals in other areas who wish to apply computer science to their respective fields or who desire to retrain for entry in a computer science career; and
- providing the necessary general and theoretical background for those individuals who wish to continue graduate study in computer science beyond the master's degree.

The program consists of 30 credit hours and may be completed entirely on a part-time basis (courses are offered in the late afternoon or evening).

The Master of Science in Computer Science program seeks to attract individuals from various backgrounds who are highly motivated and prepared to meet the challenges of a rigorous advanced degree curriculum. In addition to a bachelor's degree, applicants should be familiar with the organization of computers and have competencies in

- a high-level programming language such as C, C++, or Java;
- discrete and continuous mathematics; and
- data structures and algorithms

Demonstrated competencies within these areas can be achieved through professional experience, undergraduate study, or transitional graduate coursework (CP 510, CP 520, CP 530). If you do not already have a computer science degree, graduate faculty are available to help you evaluate your preparedness.

1. Candidates must successfully complete each of the following courses:
   
   - CS 520 Operating Systems Principles
   - CS 540 Automata, Computability, and Formal Languages
   - CS 545 Analysis of Algorithms
   - CS 560 Artificial Intelligence
   - CS 590 Computer Architecture

2. Candidates must successfully complete five courses from among the following:
   
   - CS 510 Topics in Programming Languages
   - CS 525 Design and Construction of Compilers
   - CS 530 Software Engineering
   - CS 536 Graphics
   - CS 550 Topics in Discrete Mathematics
   - CS 562 Expert Systems
Topics in Computer Science (CS 596) has recently addressed issues such as human-computer interaction, biometrics, computer security, computer vision and computer learning systems.

3. At the conclusion of the program, candidates will have the option of sitting for a comprehensive written exam, which incorporates subject matter from the five required courses, or completing a capstone project that allows candidates to pursue an area of interest in depth.

**MASTER OF ARTS IN TEACHING**

**MATHEMATICS**
The Master of Arts in Teaching degree was developed for high school and middle school subject area teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. The M.A.T. program is designed to meet the “appropriate master’s degree” requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent DOE licensure regulations. This degree program will also appeal to secondary school teachers who already hold a standard level or professional license and want to acquire additional knowledge and a master’s degree in the discipline.

Students should consult the *Graduate and Continuing Education* section of the catalog for information regarding graduate program procedures and admission standards.

All accepted students must enroll under the direction of their adviser in GP 501 Graduate Program Planning, which is described under “Graduate Advisors and Program Planning” in the *Graduate and Continuing Education* section of this catalog.

**Program Requirements**

**Education Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 530</td>
<td>The Teacher as Researcher</td>
</tr>
<tr>
<td>ED 531</td>
<td>The Standards-Based Classroom: Curriculum</td>
</tr>
</tbody>
</table>

15 credits

ED 532 The Teacher as Leader: From Issues to Advocacy
ED 533 The Standards-Based Classroom: Instruction and Assessment
ED 538 The Professional Teacher (final program course)

Information about ED 530-538 is provided in the *Course Descriptions* section of this catalog under the heading of “School of Education and Allied Studies (SEAS) Master’s Courses (ED)”.

**Concentration Electives**

M.A.T. students are expected to have, or acquire in addition to degree requirements, an appropriate background of college level courses, to be determined by the department.

A minimum of 18 approved graduate credits in the academic area of concentration, which meet the academic and professional objectives of the student, is required.

Successful completion of a comprehensive examination is also required.
MUSIC

Faculty

Chairperson: Assistant Professor Steven Young

Professor: Jean Kreiling

Associate Professors: David Garcia, Carol Nicholeris, Nancy Paxcia-Bibbins

Assistant Professors: Deborah Nemko, Salil Sachdev

Department Telephone Number: (508) 531-1377

Web site: www.bridgew.edu/depts/music

Degree Program
• BA in Music

Undergraduate Minor
• Music

Undergraduate Programs

Bachelor of Arts
The music department offers a major within the framework of a Bachelor of Arts degree. By providing a solid foundation in music history, theory and performance within a liberal arts context, the program prepares students to pursue a variety of academic and professional interests, including graduate study in music and Massachusetts Teacher Licensure.

In addition, the music department offers a minor for the student pursuing a B.A. or B.S. degree, as well as courses that satisfy the General Education Requirements. Private instruction is given in piano, guitar, voice and orchestral and band instruments; a performance study fee is charged for these lessons. Performing organizations are also available for both singers and instrumentalists.

A student wishing to major or minor in music should consult with the department chairperson as early as possible. Certain courses may be waived pending consultation with the music department chairperson and/or completion of proficiency tests.

School of Arts and Sciences

Music Major

Audition Requirement
A formal audition is required for acceptance into the music major. There is no audition requirement for acceptance into the music minor. Auditions are held in February, May and November. Completed audition forms must be received by the Music Department two weeks prior to the audition date. To obtain forms, or additional information, contact Dr. Carol Nicholeris, audition coordinator, at (508) 531-2040.

Instrumentalists must proficiently execute the following:
• Major scales up to four sharps and flats and chromatic scale two octaves from memory
• Sight-reading
• A three to five minute prepared solo, with or without accompaniment
• A selection in a contrasting style

Singers must proficiently execute the following:
• An unaccompanied major scale on a neutral syllable
• Sight-reading
• An art-song or aria
• A selection in a contrasting style

Accompanist must be provided by the student.

Within 10 days of the audition, the candidate will be notified of his/her status. He/she will be:

1. accepted into the major.
2. conditionally accepted into the major.
   • The student may repeat an audition more than once on a scheduled audition or jury day
   • The student must pass the audition within one year or not be accepted as a music major
3. not accepted to the major. A student who auditions and is not accepted as a music major
   • may audition only once more
   • may not take courses with a MU prefix other than to fulfill General Education Requirements
   • may select music as a minor

Students with questions concerning the suitability of audition material should contact Dr. Carol Nicholeris at (508) 531-2040 or e-mail: cnicholeris@bridgew.edu.
A student majoring in music must earn 36 credits by combining required courses and electives. In addition, a piano proficiency examination, which addresses basic competencies, must be passed. Specific musical examples and guidelines are available from the music department chair. Alternatively, the proficiency requirements may be met by successful completion of MU 240. The Department of Music will permit its majors to use only one passing grade below C- to satisfy requirements in the music major (including both the required core courses and electives). An additional grade below C- will require the student to take another music course, chosen in consultation with his or her adviser. The required core courses are designed to develop competence in theory, history, musicianship and performance:

MU 171 Music Theory I
MU 172 Music Theory II
MU 261 Music History I
MU 262 Music History II
MU 270 Sight-Singing and Ear-Training I
MU 372 Form and Analysis of Music

5 credits in ensembles:*
MU 112 Wind Ensemble
MU 113 Jazz Band
MU 115 Instrumental Ensemble
MU 118 Chorale
MU 119 Vocal Ensemble
MU 183 String Ensemble

4 credits in performance studies:
MU 121, 221, 321, 421 Brass
MU 122, 222, 322, 422 Percussion
MU 123, 223, 323, 423 Strings (Violin, Viola)
MU 124, 224, 324, 424 Woodwinds
MU 125, 225, 325, 425 Classical Guitar
MU 126, 226, 326, 426 Strings (Cello, Bass)
MU 131, 231, 331, 431 Voice (Singing)
MU 141, 241, 341, 441 Piano

E elective credits must be chosen from among the following:

MU 230 Voice Class II
MU 255 Music Materials for Elementary Teachers
MU 274 Creating Music
MU 351 Conducting
MU 364 Music of the Classical and Romantic Periods
MU 366 American Music of the Twentieth Century
MU 367 Music by Women Composers
MU 370 Sight-Singing and Ear-Training II
MU 371 Counterpoint
MU 373 Composition I
MU 374 Composition II
MU 399 Special Topics in Music
MU 453 Music for Early Childhood
MU 455 Creative Activities in Elementary School Music
MU 473 Composition III
MU 474 Composition IV
MU 499 Directed Study in Music

General Education Requirements (GER)
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

Double Major with Elementary Education, Early Childhood Education or Special Education
Students may choose a double major in music and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

Minor in Education (All Levels)
Students minoring in education must refer to the Department of Secondary Education and Professional Programs for specific requirements, and consult with the music education coordinator, Dr. Nancy Paxia-Bibbins for additional information.
Music Minor
Required courses:
MU 140 Class Piano I
MU 171 Music Theory I
MU 261 Music History I
or
MU 262 Music History II
MU 270 Sight-Singing and Ear-Training I
or
MU 370 Sight-Singing and Ear-Training II

Three credits in ensembles (MU 112, 113, 115, 118, 119, 183)*

Six additional credits from among the following:

Performance Studies: (maximum four credits)
MU 121, 221, 321, 421 Brass
MU 122, 222, 322, 422 Percussion
MU 123, 223, 323, 423 Strings (Violin, Viola)
MU 124, 224, 324, 424 Woodwinds
MU 125, 225, 325, 425 Classical Guitar
MU 126, 226, 326, 426 Strings (Cello, Bass)
MU 131, 231, 331, 431 Voice (Singing)
MU 141, 241, 341, 441 Piano
MU 130 Voice Class I
or
MU 230 Voice Class II
MU 162 Music in African Culture
MU 166 Survey of American Jazz
MU 167 The Music of Black Americans
MU 172 Music Theory II
MU 240 Class Piano II
MU 261 Music History I
or
MU 262 Music History II
MU 274 Creating Music
MU 364 Music of the Classical and Romantic Periods
MU 366 American Music of the Twentieth Century
MU 367 Music by Women Composers
MU 370 Sight-Singing and Ear-Training II
MU 371 Counterpoint
MU 372 Form and Analysis of Music
MU 399 Special Topics in Music
MU 499 Directed Study in Music

* From MU 111, 112, 113, 115, 118, 119 and 183, and from any and all cocurricular activities in which a student might wish to participate and for which the college grants or my decide to grant credit in the future, a student may accumulate not more than one (1) credit per semester, nor more than two (2) per year, nor more than six (6) per college career.

Exception: All one credit cocurricular and physical education activity courses that are required for officially enrolled and graduating students in all approved major, concentration or minor may be counted towards graduation.

Graduate Programs

Post Baccalaureate Program: Initial Licensure – Teacher of Music

In conjunction with the School of Education and Allied Studies and the Office of Graduate and Continuing Education, the Department of Music offers a post baccalaureate program which qualifies a music graduate to obtain Massachusetts initial licensure as a teacher of music at the PreK-12 grade level (vocal, instrumental, general).

For additional current information concerning this program, contact Dr. Nancy Paxcia-Bibbins.
PHILOSOPHY

FACULTY

Chairperson: Professor Edward James

Professors: Robert Fitzgibbons, Francine Quaglio, Steven Sanders

Assistant Professors: Aeon Skoble, Catherine Womack

Department Telephone Number: (508) 531-1379
Web site: www.bridgew.edu/catalog/philos.htm

DEGREE PROGRAM
• BA in Philosophy
  Concentration: Applied Ethics

UNDERGRADUATE MINOR
• Philosophy

The Department of Philosophy offers a major leading to the Bachelor of Arts degree. A minor in philosophy is also available. The program in philosophy provides a solid foundation for entry into careers such as law, journalism, college teaching, management, and medical ethics, as well as preparation for graduate work in philosophy and related disciplines.

The study of philosophy involves the development of a broad range of analytical, interpretive, evaluative and critical abilities as they are applied to a variety of theoretical and practical human concerns. Courses in the problems, history, and methods of philosophy as a mode of critical thinking deal with questions about the priority of values, the status of knowledge, truth, and consciousness, the nature of art, religion, science and politics.

The Department offers numerous opportunities for students to excel, provides models of intellectual excellence, and fosters an atmosphere of mutual respect and open-mindedness. Faculty advisers work closely with students who wish to plan a course of study within the philosophy program. Academically talented students should contact the department chairperson for details about its Honors Program. Extracurricular activities include the Philosophy Club, which gives students from all majors a chance to discuss philosophical topics in an open and constructive manner. The Club also sponsors the Bridgewater Journal of Philosophy, which publishes student research and essays.

UNDERGRADUATE PROGRAMS

PHILOSOPHY MAJOR
A minimum of ten philosophy courses (30 credits) is required. Only one course at the 100 level may be taken for credit. A grade of “C” or higher is required in all philosophy course work contributing to the major.

• At least one of the following courses in logic is required:
  PL 201 Rational Thinking
  PL 310 Symbolic Logic

• At least one of the following courses in the history of philosophy is required:
  PL 301 Plato and Aristotle
  PL 305 American Philosophy

• Eight three-credit courses: at least four courses above the 200 level, two of which must be at the 400 level.

General Education Requirements (GER)
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

APPLIED ETHICS CONCENTRATION
Fulfill requirements for philosophy major with the following distribution.

At least four of the following:
PL 203 Happiness and the Meaning of Life
PL 204 Sex and Personal Relations
PL 205 Medical Ethics
PL 210 Liberation Ethics
PL 322 Philosophy of Law
PL 330 Amoralism, Egoism, and Altruism
PL 334 Free Will, Determinism and Responsibility

General Education Requirements (GER)
A minimum of 120 earned hours is required for
graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

**Philosophy Minor**
For a minor in philosophy, a student must complete six philosophy courses (18 credits). Interested students should contact the chairperson in order to discuss an individual program relevant to their academic majors.

**Double Majors**
Interested students, particularly those majoring in education, should contact the chairperson in order to discuss an individual program.

**Philosophy Departmental Honors Program**
The Philosophy Departmental Honors Program encourages students to excel in philosophy, to provide models and guidance for pursuing excellence, and to honor those students who demonstrate excellence. To be accepted into the departmental honors program, a student must be a philosophy major and fulfill the following criteria at the time of application to the philosophy honors program:

1. A 3.3 GPA for all philosophy courses to be used toward a Bridgewater State College degree with a minimum of three philosophy courses completed.
2. A 3.3 GPA for all competed coursework to be used for a Bridgewater State College degree.
3. At least 60 credits completed toward an undergraduate degree.

For additional information concerning the departmental honors program in Philosophy, please contact the department chairperson.

**Graduate Programs**
The department does not currently offer a graduate program. However, philosophy courses at the 400 level, with the exception of PL 499, may be taken for graduate credit with the consent of the Department of Philosophy.
Students who are contemplating majoring in this department should be aware of the sequential nature of the course offerings. It is of prime importance that students consult with the chairperson of the department as soon as possible so that they can complete degree requirements in four years.

The department participates in a number of interdisciplinary programs for students preparing for careers in medicine, dentistry or oceanography. Additional information on these programs may be found under Interdisciplinary and Preprofessional Programs.

## PHYSICS MAJOR

The Physics Department offers two physics concentrations: a professional physics concentration and a general physics concentration. Both concentrations have a core set of seven physics courses along with cognate courses in mathematics and chemistry.

## PHYSICS CORE

All physics majors take the physics core

- PH 243-244 General Physics I-II
- PH 401 Modern Physics
- PH 402 Quantum Mechanics
- PH 414 Experimental Physics
- PH 438 Electricity and Magnetism
- PH 439 Mechanics

**Core Cognates:**

- CH 141-142 Chemical Principles I-II
- MA 151-152 Calculus I-II

## General Education Requirements (GER)

A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

## PROFESSIONAL PHYSICS CONCENTRATION

The physics major with a professional physics concentration is designed to meet the needs of students going to graduate school in physics or a related field, or jobs in science or engineering. Along with the physics core and physics core cognate courses, the students must take 12 credit hours of physics electives above the 100 level from the list below. The students also are required to take two additional cognate courses: MA 251 Calculus III and MA 316 Differential Equations.
**General Physics Concentration**
The physics major with a General Physics Concentration is designed to meet the needs of students seeking jobs in teaching, engineering, industry, computers, finance, biology, medicine, law and many other fields. It also would be an effective major to combine with many of the minors offered at the college. Along with the physics core and physics core cognate courses, the student must take six hours of physics electives from the list below.

**Physics Electives**
- PH 107 Exploring the Universe
- PH 180 Energy and its Social Uses
- PH 403 Mathematical Physics
- PH 405 Nuclear Physics
- PH 409 Theory of Relativity
- PH 422 Computer Simulation in Physical Science
- PH 432 Electronic Circuits
- PH 433 Thermal Physics
- PH 435 Optics
- PH 442 Digital Electronics I
- PH 458 Advanced Electricity and Magnetism
- PH 459 Advanced Mechanics
- PH 460 Advanced Quantum Mechanics
- PH 498 Internship in Physics
- PH 499 Directed Study in Physics

**Physics Minor**
18 credits in physics acceptable for the physics major

**Geophysics Minor**
A minor is jointly offered with the Department of Earth Sciences and Geography. For further information contact the department chairpersons.

**Double Major with Elementary Education, Early Childhood Education or Special Education**
Students may choose a double major in physics and elementary education, early childhood education or special education for licensure purposes. Please contact the Department of Physics and the appropriate education department for further information.

**Minor in Secondary Education (High School, Middle School or PreK-12 Specialist)**
Students may minor in secondary education (High School, Middle School or PreK-12 Specialist). Successful completion of this minor will lead to Massachusetts Initial Teacher Licensure. Please refer to the Department of Secondary Education and Professional Programs for specific teacher licensure and program requirements.

---

**GRADUATE PROGRAMS**

**Master of Arts in Teaching Physics**

**Physical Sciences**
The Master of Arts in Teaching Physics degree was developed for high school and middle school subject area teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. This M.A.T. program is designed to meet the “appropriate master’s degree” requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent DOE licensure regulations. The M.A.T. Physical Sciences program will appeal to secondary school teachers who already hold a standard level or professional license and want to acquire additional knowledge and a master’s degree in the area.

Students should consult the Graduate and Continuing Education section of the catalog for information regarding graduate program procedures and admission standards.

All accepted students must enroll under the direction of their adviser in GP 501 Graduate Program Planning, which is described under “Graduate Advisors and Program Planning” in the Graduate and Continuing Education section of this catalog.

**Program Requirements**

**Education Core Courses**
15 credits
- ED 530 The Teacher as Researcher
- ED 531 The Standards-Based Classroom: Curriculum
- ED 532 The Teacher as Leader: From Issues to Advocacy
- ED 533 The Standards-Based Classroom: Instruction and Assessment
- ED 538 The Professional Teacher (final program course)

Information about ED 530-538 is provided in the Course Descriptions section of this catalog under the heading of “School of Education and Allied Studies (SEAS) Master’s Courses (ED)”.

---

School of Arts and Sciences
Concentration Electives
M.A.T. students are expected to have, or acquire in addition to degree requirements, an appropriate background of college level courses, to be determined by the department.

A minimum of 18 approved graduate credits in the academic area of concentration, which meet the academic and professional objectives of the student, is required.

Successful completion of a comprehensive examination is also required.
POLITICAL SCIENCE

FACULTY
Chairperson: Professor Michael Kryzanek
Professors: Shaheen Mozaffar, George Serra
Associate Professor: Christopher Kirkey
Assistant Professors: Brendan Burke, George Candler, Mark Kemper

Department Telephone Number: (508) 531-1387
Website: www.bridgew.edu/depts/polisci/

DEGREE PROGRAMS
• BA in Political Science
  Concentrations: American Politics, International Affairs, Legal Studies
• Master of Public Administration (MPA)
  Concentrations: Financial and Personnel Administration, Municipal and Regional Development and Management, Nonprofit and Human Services Administration, Public Safety Administration

UNDERGRADUATE MINOR
• Political Science

UNDERGRADUATE PROGRAMS

THE POLITICAL SCIENCE PROGRAM
The Department of Political Science offers four programs of study in political science: a political science major (no concentration), a political science major (American Politics Concentration), a political science major (International Affairs Concentration) and a political science major (Legal Studies Concentration).

The political science major (no concentration) offers students an understanding of governmental structures and political processes in their own country and in other parts of the world. This program provides a foundation for graduate work in political science, public administration and international affairs, for the study of law, and for professional careers in teaching and in the public and private sectors.

The political science major (American Politics Concentration) offers students an understanding of the structures and processes that govern political and economic relations among global actors. This program provides a foundation for graduate work in international politics, international business and economics, international law and organization, and for a professional career in these fields.

The political science major (Legal Studies Concentration) offers students a background for professional careers in the field of law. This program provides a foundation for law school and for paralegal studies.

The political science major (American Politics concentration) offers students a broad understanding of American politics. The concentration is designed to provide strong undergraduate scientific education in preparation for entry into advanced degree programs and professional careers in public service, private institutions and political organizations in the United States.

BACHELOR OF ARTS
The Department of Political Science offers the Bachelor of Arts Degree in Political Science.

POLITICAL SCIENCE CORE COURSES
All political science majors, regardless of their concentration, must complete 21 credits by taking the following core courses:

PO 172 Introduction to American Government
PO 260 International Relations
PO 274 Western Political Thought-Plato to the Present
PO 275 Comparative Government
PO 277 American Government: State and Local
PO 350 Research Methods in Political Science
PO 475 Senior Seminar in Political Science

General Education Requirements (GER)
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

POLITICAL SCIENCE MAJOR
(No Concentration)
A student choosing the political science major (no
A student choosing the political science major (American Politics Concentration) must complete the above CORE courses and the following concentration requirements:

A minimum of one course must be selected from the following:
- PO 372 Legislative Process and Procedure
- PO 391 The American Presidency
- PO 398 The United States Federal Courts

In addition, a minimum of one course must be selected from the following:
- PO 375 American Political Parties and Interest Groups
- PO 379 Voters, Elections and Campaigns
- PO 380 Public Opinion and Mass Political Behavior

Students choosing the American politics concentration must select electives from the course menu below:
- PO 376 Urban Politics
- PO 389 Racial Politics in the United States
- PO 472 American Constitutional Development
- PO 474 Civil Liberties and Civil Rights
- PO 476 Women and Politics
- PO 479 Public Policy
- PO 498 Internship in Political Science

A student choosing the political science major (International Affairs Concentration) must complete the above CORE courses and the following concentration requirements:

One additional elective at the PO 300 - 400 level.

A student choosing the political science major (International Affairs Concentration) must complete the above CORE courses and the following concentration requirements:

One additional elective at the PO 300 - 400 level.

A student choosing the political science major (Legal Studies Concentration) must complete the above CORE courses and the following concentration requirements:

One additional elective at the PO 300 - 400 level.

A student choosing a double major in Political Science and Elementary Education, Early Childhood Education or Special Education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

A student may qualify as a Political Science minor by completing the following requirements:

- PO 172 Introduction to American Government
- PO 260 International Relations
Three electives, at least one of which must be at the PO 300 - 400 level.

**INTERNSHIP PROGRAM**

An internship program in political science is available to all students, majors and non-majors, who meet the program criteria. A wide range of assignments are available with federal, state and local governments and nonprofit organizations. Assignment to the internship program is on the basis of application to and subsequent selection by the internship supervisor. Application procedures follow college policy (see section on Internships in this catalog). To be eligible for an internship, a Political Science major or minor must have already completed PO 172 and a 300 level political science course and must receive the consent of the internship supervisor. Non-political science majors and minors must have the approval of their major adviser and the political science internship supervisor and must have taken one political science course. Interns must have achieved at least a junior standing. Credits shall be limited to three unless more are approved by the Department of Political Science. It is recommended that those students with an interest in the program confer with the internship supervisor as soon as possible in the semester before their proposed internship.

**HONORS PROGRAM**

The Honors Program in Political Science provides highly motivated political science majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in post-graduate employment or in the pursuit of an advanced degree in political science. Contact the Department of Political Science for further information concerning eligibility and application.

**PI SIGMA ALPHA**

The Political Science Department has a chapter (the Pi Upsilon Chapter) of Pi Sigma Alpha, the national political science honor society. Each year, the political science faculty selects and invites political science majors who are juniors and seniors and who have demonstrated outstanding academic accomplishments to join. Each initiate receives an inscribed certificate of membership.

---

**GRADUATE PROGRAMS**

**MASTER OF PUBLIC ADMINISTRATION**

The Department of Political Science offers the Master of Public Administration (MPA) degree. The MPA program provides professional education to prepare persons for leadership roles in public administration and public affairs at the federal, state and local levels with flexible career opportunities in both the public and nonprofit sectors.

**Program Description**

**Coursework**

The MPA program accommodates the need of both pre-career students and in-career professionals by offering alternative program requirements which take into account the student’s academic and professional background. Students with a bachelor’s degree and no professional work experience are expected to complete a 45 credit hour degree program (including six hours of professional internship), while in-career professionals are expected to complete a 39 credit hour program. Up to six hours of appropriate graduate coursework taken elsewhere may be transferred into the degree program. All accepted students must enroll under the direction of their adviser in GP 501 Graduate Program Planning, which is described under “Graduate Adviser and Program Planning” in the Graduate and Continuing Education section of this catalog.

**The MPA Curriculum**

Both pre-career and in-career students must complete a 24 hour core curriculum component of the degree program. These courses are:

- PO 501 Introduction to Public Institutions and Administration
- PO 505 Public Management
- PO 510 Introduction to Research in Public Administration
- PO 511 Program Evaluation and Policy Analysis
- PO 521 Public Finance
- PO 531 Public Personnel
- PO 532 Organizational Theory and Behavior for Public and Nonprofit Institutions
- PO 591 Capstone Seminar in Public Management

**Concentrations**

There are four areas in which an MPA candidate may concentrate; elective courses are available in each of the areas. As an alternative to earning a degree within a concentration area, students may pursue a generalist MPA track. For students seeking to earn a degree in a
Financial and Personnel Administration
Municipal and Regional Development and Management
Public Safety Administration
Nonprofit and Human Services Administration

An additional three hours must be taken in three one-credit professional development modules.

Admissions Information
Detailed information about admissions is provided in the Graduate and Continuing Education section of the catalog. To be admitted to the MPA program, an applicant must hold a bachelor's degree from a four-year accredited college or university. If the degree has not yet been awarded at the time of application, the successful applicant must be nearing completion of the bachelor's degree. The admissions process will also require an acceptable GRE score and an interview with the MPA program faculty. (Note: Please: to receive a clear admit status, MPA applicants must have a composite score of 900 or greater on the quantitative and verbal parts of the GRE General Test. To receive a conditional acceptance, MPA applicants must have a composite score of 700-899 on the quantitative and verbal parts of the GRE General Test.) Students should submit a resume and three letters of reference should come from professors or practitioners familiar with the student's academic ability. Students failing to meet the standard graduate admissions criteria may also be considered on a conditional basis of acceptance. Contact the Graduate School to receive a catalog and application material.

Exit Requirement
The MPA program offers some degree of flexibility for exit from this program. All students are required to fulfill an exit requirement which in most cases will require passing a written comprehensive examination. This one-day examination allows program faculty to test students’ mastery of fundamental principles and issues covered in the core curriculum. Students must have completed at least 30 hours of the degree program to sit for the examination and will have two opportunities to pass the examination. In appropriate circumstances, such as a student interested in pursuing further graduate work at the doctoral level, a master's thesis may be substituted for the comprehensive examination. The master’s thesis will be directed by a committee of three faculty members and be covered under the guidelines and regulations of the Office of Graduate and Continuing Education at Bridgewater State College.

Distinctive Features of the Program

Professional development modules
The program requires that students register for a minimum of three 15-hour, one credit modules, offered each semester on topics of special relevance to public service. Normally these modules are taught on Saturdays during the semester.

Internships
A six-hour internship experience at the local, state, or federal level is required for all pre-professional students and will be available as an elective (3 or 6 hours) for those professionals who wish to enhance their background.

Scheduling
To meet the needs of in-career professionals, both at Bridgewater and at off-site locations, courses in the program are offered primarily in the evening, once a week for three hours. Occasional intensive weekend courses are also available, as well as a summer schedule of courses which meet twice a week for eight weeks.

For applications and additional information contact the Graduate School and specify your interest in the MPA program:
Office of Graduate and Continuing Education
Maxwell Library
Bridgewater State College
Bridgewater, MA 02325
(508) 531-1300
PSYCHOLOGY

FACULTY

Chairperson: Associate Professor Elizabeth Englander

Professors: Richard Colgan, Ruth Hannon, Margaret Johnson, David Richards, Susan Todd

Associate Professor: Orlando Olivares

Assistant Professors: Jonathan Holmes, Anne Murtagh, Michael Murtagh, Sandra Neargarder, Jeffrey Nicholas

Department Telephone Number: (508) 531-1385

Web site: www.bridgew.edu/depts/psych

DEGREE PROGRAMS

• BA in Psychology
  Concentrations: Industrial-Organizational Psychology, Medical-Health Psychology

• BS in Psychology
  Concentrations: Industrial-Organizational Psychology, Medical-Health Psychology

• MA - Psychology

UNDERGRADUATE MINOR

• Psychology

UNDERGRADUATE PROGRAM

BACHELOR OF ARTS/BACHELOR OF SCIENCE

The objectives of the Department of Psychology are to 1) provide all students with an understanding of psychology and what psychologists do; 2) give students (where applicable) a background in psychology that will help them do their jobs better; 3) give our terminal majors sufficient training to enhance their opportunities for vocational placement in psychology-related occupations; 4) give our majors who intend to become professional psychologists sufficient preparation to permit them to be competitive in achieving admission to and success in graduate schools.

PSYCHOLOGY MAJOR

PY 100 Introductory Psychology
PY 201 Statistics for Psychology
(MA 110 Elementary Statistics I is accepted but not recommended)
PY 224 Child Psychology
or
PY 227 Development Through the Life Cycle
PY 252 Psychology of Learning
PY 310 Social Psychology
PY 320 Research Methods in Psychology
PY 360 Psychology of Personality

In addition, psychology majors must select five elective courses as follows:

Advanced psychological studies (select one of the following courses):

PY 303 Survey of Psychological Testing
PY 319 History of Psychology
PY 321 Psychology of Human Differences
PY 350 Special Topics in Psychology
PY 404 Attitude and Personality Measurement
PY 490 Senior Seminar

Biobehavioral, cognitive, and social psychological studies (select one of the following courses):

PY 210 Applied Social Psychology
PY 280 Consumer Psychology
PY 305 Psychology of Personnel Selection
PY 313 Industrial and Organizational Psychology
PY 337 Cognitive Psychology
PY 340 Sensation and Perception
PY 342 Biopsychology
PY 344 Drugs and Human Behavior
PY 355 Behavior Analysis
PY 385 Environmental Psychology
PY 474 Forensic Psychology

Clinical Studies and Practicum and Research (select one of the following courses):

PY 365 Medical Psychology
PY 369 Psychology of Criminal Behavior
PY 370 Abnormal Psychology
PY 470 Clinical Psychology
PY 475 Psychology of Group Behavior
PY 492 Seminar: Clinical Methods in Medical Psychology
PY 495 Practicum: Medical Psychology
PY 496 Personnel Practicum
PY 497 Research
PY 498 Clinical Practicum
PY 499 Directed Study in Psychology
*Plus two additional electives: any psychology course.*

Also required:
One Biology lab course from the following:
BI 100 General Principles of Biology
or
BI 102 Introduction to Zoology

One Biology course from the following:
BI 110 Biology: A Human Approach
BI 111 Human Heredity
BI 112 Biology and Human Thought
BI 113 Fundamentals of Biology
BI 117 The Biological Environment
BI 118 Evolution
BI 251 Human Anatomy and Physiology I
BI 252 Human Anatomy and Physiology II
BI 280 Human Physiology
BI 370 Vertebrate Zoology
BI 372 Animal Behavior
BI 390 Introduction to Pharmacology

Students enrolled prior to Fall 1987 and transfer students enrolled prior to September 1989 are required to complete a foreign language through the intermediate level or its equivalent.

**General Education Requirements (GER)**
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

**Industrial - Organizational Psychology Concentration**
This concentration will provide students with an understanding of the psychological principles related to personnel work and the application of these principles to business and industry.

PY 100 Introductory Psychology
PY 201 Statistics for Psychology
(MA 110 Elementary Statistics I is accepted but not recommended)
PY 227 Development Through the Life Cycle
PY 252 Psychology of Learning
PY 310 Social Psychology
PY 320 Research Methods in Psychology
PY 360 Psychology of Personality

Additional requirements for Industrial-Personnel Psychology students include:
PY 210 Applied Social Psychology
PY 303 Survey of Psychological Testing
or
PY 404 Attitude and Personality Measurement
PY 305 Psychology of Personnel Selection
PY 313 Industrial and Organizational Psychology
PY 321 Psychology of Human Differences
PY 496 Personnel Practicum

One Biology lab course from the following:
BI 100 General Principles of Biology
or
BI 102 Introduction to Zoology

One Biology course from the following:
BI 110 Biology: A Human Approach
BI 111 Human Heredity
BI 112 Biology and Human Thought
BI 113 Fundamentals of Biology
BI 117 The Biological Environment
BI 118 Evolution
BI 251 Human Anatomy and Physiology I
BI 252 Human Anatomy and Physiology II
BI 280 Human Physiology
BI 370 Vertebrate Zoology
BI 372 Animal Behavior
BI 390 Introduction to Pharmacology

Also required:
EN 201 Technical Writing I
AF 240 Accounting I
or
CS 105 Computers and their Applications: An Introduction
SO 350 Sociology of Work
or
SO 332 Sociology of Organizations
HI 462 American Labor History

One course from the following:
CC 303 Organizational Communication
EC 101 Principles of Microeconomics
EC 102 Principles of Macroeconomics

**General Education Requirements (GER)**
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic...
Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

**MEDICAL – HEALTH PSYCHOLOGY**

**CONCENTRATION**

PY 100 Introductory Psychology  
PY 201 Statistics for Psychology  
(MA 110 Elementary Statistics I is accepted but not recommended)  
PY 227 Development Through the Life Cycle  
PY 252 Psychology of Learning  
PY 310 Social Psychology  
PY 320 Research Methods Psychology  
PY 360 Psychology of Personality

Additional requirements for Medical Psychology students include:  
PY 303 Survey of Psychological Testing  
PY 342 Biopsychology  
PY 344 Drugs and Human Behavior  
or  
PY 355 Behavior Analysis  
PY 365 Medical Psychology  
PY 492 Seminar: Clinical Methods in Medical Psychology  
PY 495 Practicum: Medical Psychology

One Biology lab course from the following:  
BI 100 General Principles of Biology  
or  
BI 102 Introduction to Zoology

One Biology course from the following:  
BI 110 Biology: A Human Approach  
BI 111 Human Heredity  
BI 112 Biology and Human Thought  
BI 113 Fundamentals of Biology  
BI 117 The Biological Environment  
BI 118 Evolution  
BI 251 Human Anatomy and Physiology I  
BI 252 Human Anatomy and Physiology II  
BI 280 Human Physiology  
BI 370 Vertebrate Zoology  
BI 372 Animal Behavior  
BI 390 Introduction to Pharmacology

Also required:  
EN 201 Technical Writing I  
AN 330 Medical Anthropology  
or  
SO 307 Medical Sociology  
PL 205 Medical Ethics  
CH 102 Chemistry in Everyday Life  
or  
PH 102 Modern Physics for the Humanist  
SW 400 Social Services in the Health Care Field

**General Education Requirements (GER)**

A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

It is strongly recommended that all psychology majors planning further work in psychology at the graduate level take PY 319 History of Psychology. Such students should also elect courses which will develop their computational and writing skills. In addition, some computer literacy is advantageous.

**DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION AND SPECIAL EDUCATION**

Students may choose a double major in Psychology and Elementary Education, Early Childhood Education or Special Education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

**PSYCHOLOGY MINOR**

PY 100 Introductory Psychology  
Five other psychology courses to fit the needs of the individual students.

**HONORS PROGRAM**

The Honors Program in Psychology provides highly motivated psychology majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in post-graduate employment or in the pursuit of an advanced degree in psychology. Contact the Department of Psychology for further information concerning eligibility and application.

**GRADUATE PROGRAM**

**MASTER OF ARTS**

The Department of Psychology at Bridgewater State College offers a graduate program leading to the degree of Master of Arts in Psychology.
The objectives of this clinical program are threefold: 1) provide students with specific and applied research and problem-solving skills; 2) provide students with a broad exposure to a variety of modes of therapy; 3) provide students with extensive experiential learning opportunities including practica placements and intensive supervision.

Each applicant will be examined in light of his or her own academic record as well as work related experience. All applicants must submit GRE General test scores, three letters of recommendation, undergraduate transcript(s) and work related history. Applicants must possess an undergraduate degree in either psychology or a closely related field. Since enrollment is limited, successful candidates should have a minimum of 3.0 GPA as an undergraduate, above average GRE scores and some experience in the field. Final candidates will also receive a personal interview from the Admissions Committee.

Requirements for the Degree
Students must complete a minimum of 60 approved graduate credits for the Master of Arts in Psychology. Students must complete a written comprehensive examination before graduation; students who complete a research related project may substitute their oral defense for the written examination.

All students will complete a 45 credits academic core, and 15 credit clinical core (Including practicum and internship).

Academic Core
First Year Courses
The following courses must be taken within the Department of Psychology:

Fall:
PY 505 Research Methods and Design I .......... 3 credits
PY 509 Foundations of Clinical Practice .......... 3 credits
PY 511 Theories of Psychotherapy ............... 3 credits

Spring:
PY 506 Research Methods and Design II ...... 3 credits
PY 512 Evaluation Techniques ..................... 3 credits
PY 575 Psychopathology .......................... 3 credits

Second Year Courses
First year courses must be completed before beginning second year courses.

Fall:
PY 500 Developmental Human Psychology .... 3 credits
PY 541 Psychotherapy: Theory and Practice I . 3 credits
PY 513 Psychopharmacology for Non-medical Professionals .................................. 3 credits
PY 542 Psychotherapy: Theory and Practice II . 3 credits

Other Program Requirements
The following courses may be taken at any time, assuming any prerequisites have been met.

GC 529 Multicultural Counseling
GC 538 Group I: Theory and Process of Group Interaction
GC 539 Introduction to Career Counseling
PY 508 Advanced Seminar
PY 504 Research .................................... 4 credits
PY 508 Advanced Seminar ....................... 3 credits

Students who opt to take PY 504 Research (four credits) and complete a thesis, or students who qualify as graduate research assistants for faculty, would have the option of taking an oral examination if place of the written examination.

Clinical Core
All students must complete 100 hours of practicum and 600 hours of internship.

PY 591 Clinical Practicum ....................... 3 credits
PY 592 Internship ................................. 6 credits

Important: Only 500 level courses will be accepted for credit in the M.A. Program in Psychology. Matriculating students may not transfer any second year courses into the Program. Under current guidelines established by the Commonwealth, students completing the program of study in psychology will be eligible (after completing the required number of post-graduate supervised clinical hours and any necessary practicum, internship and academic requirements) to sit for the examination for licensure as a Mental Health Counselor in Massachusetts.

School of Arts and Sciences
SOCIAL WORK

Faculty

Chairperson:  Associate Professor Lucinda King-Frode
Professors:   Rebecca Leavitt, Anna Martin-Jearld
Associate Professor:  Dina Carbonell
Assistant Professors:  Gary Calhoun, Beverly Lovett

Degree Programs
- BA in Social Work
- BS in Social Work

Undergraduate Minor
- Social Welfare

Undergraduate Programs

The Department of Social Work offers an undergraduate program leading to the Bachelor of Arts or the Bachelor of Science degree. A minor in social welfare is also available. The curriculum is designed to prepare students for beginning generalist professional practice in social work and other human service fields. Students learn current social work methods, skills, theories, values, and ethics for practice with various populations and, most especially, with the region’s diverse and vulnerable populations. The program builds on a liberal arts perspective, providing students with a foundation for critical thinking, effective communication, and ethical behavior that will be of daily importance to them in professional practice.

Career opportunities are vast and varied and include child protective services, juvenile justice, and mental health workers; domestic abuse, family court and probation officers; residential counselor, patient advocate; and welfare department social worker. Social work majors also complete the program well prepared for graduate study and may be eligible for consideration for advanced standing at some graduate schools of social work.

The college’s social work department is accredited by the Council on Social Work Education, allowing graduates to apply for social work licensure in Massachusetts at the Licensed Social Worker (LSW) level after completing their bachelor’s degree.

The program integrates theory with field experience through required courses held in conjunction with a variety of community social service agencies. The Introduction to Social Welfare course acquaints students with the field as they participate in community service in a social service agency. In Junior Year Fieldwork Practice, students spend a minimum of 90 hours during one semester at an agency learning how it functions and about the professional roles of social workers. This course lays the foundation for the senior year Field Experience course. The field experience meets from September through May and entails a minimum of 400 hours under the supervision of a professional social worker at the Master of Social Work level.

Each of these courses is explained in detail in the “Course Description” section of this catalog.

Social Work Major
SW 250 Introduction to Social Welfare
SW 270 Social Work Issues of Diversity and Oppression
SW 320 Human Behavior and Social Environment I
SW 321 Human Behavior and Social Environment II
SW 330 Generalist Practice I
SW 350 Social Welfare Policy
SW 398 Junior Year Fieldwork Practice
SW 431 Generalist Practice II
SW 432 Generalist Practice III
SW 440 Research Methods in Social Work
SW 498 Field Experience in Social Work

Required cognates:
PY 100 Introductory Psychology
SO 102 Introduction to Sociology
One additional psychology course
One semester in a human biology course

Recommended Social Work Electives:
SW 150 Introduction to Social Work
SW/WS 304 The Psychosocial Development of Women
SW 305 Child Welfare
SW 328 Women and Social Services
SW 333 Social Work with the Aged and Their Families
SW 334 Intervention with Family Systems
SW 399 Special Topics in Social Work
Social Work

Social Work Minor

This minor seeks to acquaint students in majors, concentrations, and preprofessional programs that interface with social work (e.g., sociology, psychology, anthropology, health, education, counseling, business, pre-law, pre-medicine, recreation) with the evolution of the social welfare structure in the United States (SW 250), the policies that result in social welfare programs (SW 350) and populations at particular risk (SW 270).

Required courses:
SW 250 Introduction to Social Welfare
SW 270 Social Work Issues of Diversity and Oppression
SW 330 Generalist Practice I
SW 350 Social Welfare Policy

Six additional credits in social work elective courses with the exceptions of SW 398 and SW 498.

Admission to the Social Work Program

Admission Requirements:
To be formerly admitted to the social work program, a student must:

1. Meet with an assigned social work adviser.
2. Complete a minimum of 36 hours of General Education Requirements that includes EN 101 Writing I and EN 102 Writing II, CC 130 Human Communication Skills, SO 102 Introduction to Sociology, PY 100 Introductory Psychology, a human biology course and, if possible, ML 102.
3. Have completed 60 hours of coursework with a minimum G.P.A. of 2.5. Students with a G.P.A. between 2.0 and 2.5 may petition the Social Work Program Admissions Committee that they be accepted into the major due to special circumstances. If the decision of the committee is favorable, such students will be granted conditional acceptance to the program only.
4. Have completed SW 250 and SW 270 with a social work course G.P.A. (including cognates) of 2.7 and no social work course grades below C. Students falling slightly below these standards will have their grade performance reviewed by the Social Work Program Admission Committee.
5. Demonstrate competency in oral and written communication since such skills are fundamental to and utilized in everyday social work practice. Students must have completed EN 101 Writing I, EN 102 Writing II and CC 130 Human Communications with a minimum grade of C+ in each course. A grade of C or C- in one of these courses may be accepted if the student agrees to consult the Writing Center and give proof that basic skill problems in a given area are identified and addressed.
6. Complete an application for admission to the social work program. This application includes basic biographical data, information on employment and volunteer experiences, and a two to four page self-evaluation of the student’s interest, readiness and suitability for a career in social work. The purposes of the self-evaluation is to reflect the applicant’s commitment to the goals and purposes of social work. The application is available through the student’s assigned faculty adviser in the Department of Social Work. The application should be reviewed by the student’s adviser and an additional social work faculty member.
7. Submit a current copy of his/her transcript that provides an up-to-date indication of cumulative and social work G.P.As.
8. Be successfully reviewed by the social work faculty. All information obtained through the admission process will be held in confidence. Knowingly making a false oral or written statement during the admission process could result in denial of admission to the program.

School of Arts and Sciences
9. Sign a statement indicating that he/she has read and will follow the National Association of Social Worker’s Code of Ethics. This code is printed in the Encyclopedia of Social Work and is available through the NASW Web site (www.naswdc.org).

Applicants are notified in writing by the Social Work Program Admissions Committee about the outcome of the admission process.

Only social work courses from four-year colleges accredited by the Council on Social Work Education will be granted equivalency credit with the possible exception of SW 250. Transfer students must provide evidence that these courses sufficiently correspond with the goals and objectives specified in courses within the Department of Social Work curriculum. Performance evaluations of any field work courses completed are also required. The only other course exception would be below-300 level required social work course offered on an off-campus site by a Bridgewater State College social work faculty person or other CSWE qualified social work faculty, provided the course is fully duplicative of the same course in the Department of Social Work’s curriculum as determined through the official articulated agreement by the faculty after review.

An official transcript of past college work must be presented to a social work faculty adviser before permission can be granted to take required social work courses. The transcript must give evidence of a G.P.A. of 2.5 and satisfactory completion of equivalent GER and cognate courses that underpin the major. ML 102 must be taken when first entering Bridgewater State College if not beforehand.

Admission to Junior Field Placement
Students are eligible for admission to SW 398, the junior year field work experience, after being formally admitted into the social work program. They should have either completed SW 320 and SW 330 or plan to take these courses concurrently with SW 398. A G.P.A. of 2.7 in social work courses and 2.5 overall must be achieved prior to admission to SW 398. Students must also complete the department’s Junior Prospective Intern Data Form and the Practicum/Internship Form required by the School of Arts and Sciences.

The social work faculty’s field education coordinator discusses the placement with the student and arranges for an agency contact. The student then meets with the agency supervisor to discuss the placement, mutual expectations and available learning opportunities. A final decision is reached by the field education coordinator after consultation with the student and the agency supervisor. Suggested readings and preplacement contacts are worked out on an individual basis.

Admission to Senior Field Placement
A student is eligible for placement in SW 498, the 400+ clock hour senior year field work experience, after being formally admitted into the social work program and after completing SW 320, SW 330 and SW 398 or being in the process of completing SW 398. In the spring semester each student applying for senior field placement is required to make an appointment with the field coordinator to discuss options and procedures. Applications are due no later than February 15 for placement in the following fall. Placements are from September to May and are not available during the summer.

All applications for field placement are reviewed by the Social Work Field Education Review Committee. The needs, strengths and interests of the students, as well as availability of agency and program placement resources, are discussed. Additionally, each applicant is interviewed by the social work field coordinator. Issues of concern that may have been identified during the applicant’s program admission interview, if needed, are to be addressed with the applicant. Goals for the student and possible agency options are explored. A particular setting will be recommended on the basis of these variables.

The field education coordinator discusses the placement with the student and arranges for an agency contact. The student then meets with the agency supervisor to discuss the placement, mutual expectations and available learning opportunities. A final decision is reached by the field education coordinator after consultation with the student and the agency supervisor. Suggested readings and preplacement contacts are worked out on an individual basis.

It is recommended that each student join the National Association of Social Workers during the semester prior to field placement.

Retention in the Social Work Major
Students must remain in full compliance with all regulations, requirements, policies and procedures of the Department of Social Work, the college and the Council on Social Work Education. Students may be terminated
from the social work program if, in the professional judgement of the social work faculty, violations of professional and/or ethical codes have occurred. These violations are discussed in detail in the department's admission, termination and appeals policies and procedures. Dismissal from two field placements due to unacceptable performance will result in the termination of the student from the social work program. All students wishing to pursue a major in social work are strongly urged to obtain a copy of this document from the Department of Social Work. Coursework with a grade lower than C- must be repeated prior to graduation.

**GRADUATE PROGRAM**

Social work courses at the 400 level (except SW 498 and SW 499) may be taken for graduate credit in order to meet elective requirements in other graduate programs with the faculty adviser's approval.
The department provides a strong liberal arts curriculum aimed at developing well-rounded, informed citizens with strong critical thinking abilities. Department programs also impart skills to students, preparing them for a wide range of professions. Career options include positions in the criminal justice system, education, research, industry, and state and federal agencies. The department encourages students to continue on to graduate study.

Many department faculty members engage in research and the department encourages student-faculty collaborative research. Students may also carry out internships. The Public Archaeology concentration requires that students participate in field work, and the department offers a Summer Archaeological Field School.

**UNDERGRADUATE PROGRAMS**

**ANTHROPOLOGY**

**Bachelor of Arts/Bachelor of Science**

Anthropology, the scientific study of humankind, allows students to build cross-cultural understandings through an intensive study of other cultures. Anthropology is traditionally divided into four sub-fields: cultural anthropology, archaeology, physical (or biological) anthropology, and linguistics. A major in anthropology provides students with an understanding of societies and cultures throughout the world. Students majoring in anthropology are prepared to understand and work with individuals from other cultural settings, in health care, social services and public welfare agencies; or as teachers, museum curators, environmentalists, or in private industry. Students may select either a Cultural Anthropology or a Public Archaeology Concentration.

**Cultural Anthropology Concentration**

Students taking the Cultural Anthropology Concentration are introduced to three of the four Anthropology sub-fields along with upper division area studies and topically focused courses. Cultural anthropology uses a comparative, cross-cultural method to understand human culture and its variations. Cultural anthropologists draw on quantitative and qualitative data in their research, based on first-hand participant observation, fieldwork and interviews.

**Public Archaeology Concentration**

The Public Archaeology concentration provides the basic knowledge and training necessary for careers in
Anthropology Major

a) Cultural Anthropology Concentration
AN 100 Introduction to Cultural Anthropology
AN 101 Introduction to Physical Anthropology
AN 103 Introduction to Archaeology
AN 400 Seminar: Anthropological Theory
Note: EN 323 Introduction to Linguistics may be substituted for AN 101 or AN 103
plus one course from:
AN 206 Native Cultures of North America
AN 209 Peoples and Cultures of Africa
AN 213 Latin American Peoples and Cultures
AN 321 Comparative Social Structures
SO 210 Society and Culture in Modern India
SO 214 Middle Eastern Societies
SO 217 East Asian Societies: China and Japan
SO 221 Religion and Society in Modern Asia
plus five other cultural anthropology courses, at least three of which must be at the 300 level or above.
Students may take up to three credits in anthropology at the 200 level or above as part of this concentration.
Cognate requirement:
SO 403 Seminar: Social Data Analysis

b) Public Archaeology Concentration
AN 100 Introduction to Cultural Anthropology
AN 101 Introduction to Physical Anthropology
AN 103 Introduction to Archaeology
AN 206 Native Cultures of North America
AN 328 Archaeology of North America
AN 400 Seminar: Anthropological Theory
AN 410 Public Archaeology
plus nine credits of field or laboratory work in archaeology (any combination of AN 332, AN 403 and Directed Study or Internship) plus one other anthropology course

Cognate requirements:
SO 403 Seminar: Social Data Analysis
EN 100 Physical Geology
ES 318 Computer Cartography
GE 419 Geographic Information Systems
HI 492 Historical Museum Management
ID 350 Soil Identification and Interpretation or other cognates deemed appropriate by the department
plus four courses from:
ES 101 Historical Geology
ES 102 History of the Earth
ES 194 Environmental Geology
or
GE 196 Environmental Geography
ES 315 Computer Applications in Earth Science
ES 317 Remote Sensing of the Environment
ES 476 Sedimentology and Stratigraphy
GE 216 Cartography
GE 307 Management and Preservation of the Natural Environment
GE 317 Air Photo Interpretation—Remote Sensing

General Education Requirements (GER)
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

Double Major With Elementary Education, Early Childhood Education or Special Education
Students may choose a double major in anthropology and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

Anthropology Minor
Anthropology minors are advised to take the following courses:
Any two of the following:
AN 100 Introduction to Cultural Anthropology
AN 101 Introduction to Physical Anthropology
AN 103 Introduction to Archaeology
plus any one of the following:
AN 206 Native Cultures of North America
AN 208 Anthropology of Women
AN 209 Peoples and Cultures of Africa
AN 213 Latin American Peoples and Cultures
plus any four other anthropology courses.

Criminal Justice

Criminal Justice Major
The Bachelor of Science in Criminal Justice is a liberal
arts major which provides students with a solid background in criminal justice and criminology enabling them to develop a broad understanding of crime and the criminal justice system. The Department developed the criminal justice program to meet the Minimal Standards for Criminal Justice Programs of the Academy of Criminal Justice Sciences (ACJS). Those standards emphasize the development of skills in critical thinking, communications, conceptualizing ideas, and understanding criminal justice data. Students take courses in five broad areas identified by the ACJS as essential for criminal justice programs: 1.) Criminal Justice and Juvenile Justice Processes; 2.) Criminology; 3.) Law Enforcement; 4.) Law Adjudication, and 5.) Corrections.

Requirements:

SO 102 Introduction to Sociology
or
SO 103 Social Problems
CJ 201 Introduction to Criminal Justice
CJ/SO 331 Police, Community and Society
CJ 335 Courts and Criminal Law
SO 328 Criminology
SO 354 Sociology of Corrections
SO 402 Seminar: Research Methods in Sociology
SO 403 Seminar: Social Data Analysis

One course from the following:
SO 304 Social Stratification: Class, Status and Power in America
SO 310 Women and Crime
SO 312 Prejudice and Discrimination
AN/SO 315 Ethnic Experience in America
SO 330 Women's Roles: Sociology of Sex and Gender

Senior Project:
Students must complete a three credit senior project from one of the following options:
CJ/SO 496 Seminar: Critical Issues in Crime and Justice
CJ 497 Research Project
CJ 498 Field Experience in Criminal Justice (Internship)

Required Electives:
Two courses from the following:
PY 369 Psychology of Criminal Behavior
CJ/SO 310 Women and Crime
CJ/SO 313 Family Violence
SO 327 Deviance and Social Control
SO 333 Resolving Conflict
SO 334 White Collar Crime
CJ/SO 355 Juvenile Delinquency
CJ/SO 384 Criminal and Delinquent Behavior Systems
CJ/SO 385 Victimology: Sociology of Victims
CJ/SO 399 Special Topics in Criminal Justice/ Sociology
CJ 406 Ethical and Policy Issues in Crime and Justice
SO 405 Seminar: The Police
SO 425 Comparative Crime and Deviance

Students must take one Sociology course not related to Criminal Justice or Criminology.

Cognate Courses:
Students must take at least one of the following courses:
EC 325 The Economy of Crime
HE 405 Drugs in Society
HI 366 Constitutional History of the United States
HI 495 Undergraduate History Colloquium: Crime and Law in Britain, c. 1700-1850
PL 322 Philosophy of Law
PL 334 Free Will, Determinism and Responsibility
PL 403 Ethics and Action
PO 285 Introduction to Law
PO/EC 340 Law and Economics
PO 398 The United States Federal Courts
PO 472 American Constitutional Development
PO 474 Civil Liberties and Civil Rights
PY 369 Psychology of Criminal Behavior
PY 370 Abnormal Psychology
PY 474 Forensic Psychology
SW 410 Social Work in Correctional Settings

General Education Requirements (GER)

A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

Sociology

Sociology is the scientific study of human social relationships. It allows individuals to understand the connections between their own experiences and the society in which they live. In carrying on social life human beings interact with each other and construct patterns of relationships, groups, classes, institutions, and societies. Individuals shape those patterns and those patterns, in turn, shape individuals and their lives. In
fact, the central insight of sociology is that social relationships and social interactions shape human behavior, attitudes, and resources.

Sociology courses provide students with an understanding of how these social relationships arise, why they persist, what effects they have, and how they maintain social order or contribute to social change. Students learn the theories and research methods used in sociology. Students have opportunities to engage in collaborative research with faculty members or to participate in internships. These opportunities enable students to deepen and apply what they have learned in classes and enhances their opportunities in the labor market or in graduate school.

**Sociology Major**
- SO 102 Introduction to Sociology
- SO 400 Seminar: Social Theory
- SO 402 Seminar: Research Methods in Sociology
- SO 403 Seminar: Social Data Analysis
- plus a minimum of seven other courses in sociology

**General Education Requirements (GER)**
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

**Third World Studies Concentration**
Students selecting this concentration will study selected third world societies their institutions, social structure, development and changing place in the world.

**Requirements:**
- SO 102 Introduction to Sociology
- SO 104 Global Human Issues
- SO 220 Third World Societies
- SO 400 Seminar: Social Theory
- SO 402 Seminar: Research Methods in Sociology
- SO 403 Seminar: Social Data Analysis

One course from the following:
- SO 219 Population and Society
- SO 335 Social Change
- SO 340 Sociology of Politics

Three courses from among the following:
(at least one must have a SO prefix)
- AN 206 Native Cultures of North America
- AN 209 Peoples and Cultures of Africa
- AN 213 Latin American Peoples and Cultures
- SO 210 Society and Culture in Modern India
- SO 214 Middle Eastern Societies
- SO 217 East Asian Societies: China and Japan
- SO 221 Religion and Society in Modern Asia

**Required cognate:**
AN 100 Introduction to Cultural Anthropology

Plus two courses from a list of appropriate courses from various departments. The list is available from the department.

**General Education Requirements (GER)**
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

**Criminology Concentration**
As of Fall 2001, the Criminology Concentration has been discontinued. Sociology majors enrolled in the Criminology concentration prior to Fall 2001 should contact their adviser to determine the remaining requirements of their program.

**Double Major with Elementary Education, Early Childhood Education or Special Education**
Students may choose a double major in sociology and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

**Sociology Minor**
18 credits in sociology as recommended by the department. The department is currently revising the sociology minor.

**Graduate Program**

**Master of Science in Criminal Justice**
The Master of Science in Criminal Justice provides students with the knowledge and skills necessary to succeed in a variety of professional positions in the criminal justice system or in closely related fields.
Graduates from the program will also attain the academic background and proficiency necessary for admission into and completion of doctoral programs in criminal justice. Students in the program will acquire detailed knowledge of the five broad areas of criminal justice, will learn about the role of information technology in the criminal justice system, will become familiar with major data sources, and will learn to carry out research and data analysis in criminal justice. Students will also develop skills in critical thinking and in oral and written communications. In addition to providing a solid foundation in contemporary criminal justice, the program emphasizes information technology in criminal justice and diversity in the criminal justice system and society. The program takes advantage of Bridgewater State College’s John Joseph Moakley Center for Technological Applications. Students may choose from two concentrations. The concentration in Administration of Justice is offered in cooperation with the Master of Public Administration program. Students may also concentrate in Crime and Corrections.

The department also offers a combined five-year Bachelor/Master of Science program for qualified Bridgewater State College undergraduates.

For more information e-mail Dr. Kim MacInnis (program coordinator of the graduate criminal justice program) at kmacinis@bridgew.edu or go to the college’s Web site www.bridgew.edu.

The Master of Science in Criminal Justice requires completion of 30 credit hours, including five required core courses (15 credits). Students take their remaining courses from departmental graduate courses as well as up to two approved graduate courses from outside of the department. Students in the program will develop mastery of the five areas identified by the Academy of Criminal Justice Sciences (ACJS) as central to criminal justice: (1) criminal and juvenile justice processes, (2) criminology, (3) law enforcement, (4) law adjudication, and (5) corrections. Students also have the option of concentrating in either Administration of Justice or Crime and Corrections. Each concentration requires three courses. The program includes a capstone requirement that may be satisfied with either a master’s thesis (6 credit hours) or a combination of a comprehensive examination and a master’s project completed in a research seminar in criminal justice. The department will offer one research seminar each year.

**Core Courses (required of all students):** 15 credit hours
CJ 504 Seminar: Crime, Justice and Society
CJ 505 Seminar in Criminology
CJ 510 Graduate Research Seminar in Criminal Justice
CJ 511 Analyzing Criminal Justice Data
CJ 512 Ethics and Policy in Criminal Justice

**Additional Courses:** 9 credits
CJ 503 Directed Study
CJ/SO 514 Theories of Deviance
CJ 515 Criminal Justice Administration
CJ 516 Research Seminar in the Administration of Criminal Justice Organizations
CJ 520 Violence, Crime and Society
CJ 521 Domestic Violence
CJ 522 Women and Criminal Justice
CJ 525 Comparative Criminal Justice
CJ 526 Communities, Cities and Crime
CJ 527 Policing in a Democratic Society
CJ 540 Corrections and Crime
CJ 541 Community-Based Corrections
CJ 542 Research Seminar in Corrections (rotating topics)
CJ 545 White Collar and Corporate Crime
CJ 546 Class, Race, Gender and Crime
CJ 550 Juvenile Justice and Society
CJ 555 Information Technology for Criminal Justice
CJ 557 Advanced Research Methods in Criminal Justice
CJ 597 Research Seminar in Criminal Justice (rotating topics)
CJ 598 Internship in Criminal Justice

**Capstone Requirement**
Either completion of a master’s thesis (6 credit hours) or a combination of a comprehensive exam and a master’s project completed in a research seminar in criminal justice is required.

**Other Courses:** With the approval of the graduate coordinator students may take up to two of these courses or other approved graduate courses.
PO 501 Introduction to Public Institutions and Administration
PO 505 Public Management
PO 511 Program Evaluation and Policy Analysis

**Optional Concentrations:** Students must take at least three courses in the concentration (9 credit hours).
Administration of Justice
CJ 515 Criminal Justice Administration
CJ 516 Research Seminar in the Administration of Criminal Justice Organizations
PO 501 Introduction to Public Institutions and Administration
PO 505 Public Management

Crime and Corrections
CJ 540 Corrections, Crime and Society
CJ 541 Community-Based Corrections
CJ 542 Research Seminar in Corrections
School of Education and Allied Studies

Elementary and Early Childhood Education

Movement Arts, Health Promotion and Leisure Studies

Secondary Education and Professional Programs

Special Education and Communication Disorders

Counseling

Educational Leadership

Instructional Technology

Dr. Anna Bradfield
Dean, School of Education and Allied Studies

ACADEMIC DEPARTMENTS

Elementary and Early Childhood Education
Dr. John Marvelle, Chairperson

Movement Arts, Health Promotion and Leisure Studies
Dr. Robert Haslam, Chairperson

Secondary Education and Professional Programs
Dr. Joanne Newcombe, Chairperson

Special Education and Communication Disorders
Dr. Robert MacMillan, Chairperson

ACADEMIC PROGRAMS

Counseling
Dr. Victoria Bacon, Graduate Program Coordinator

Educational Leadership
Dr. Joanne Newcombe, Graduate Program Coordinator

Elementary and Early Childhood Education
Dr. Maureen Moir, Graduate Program Coordinator
Dr. Nancy Witherell, Post Baccalaureate Program Coordinator

Health Promotion/Physical Education
Dr. Pamela Russell, Graduate Program Coordinator

Instructional Technology
Dr. Anne Hird, Graduate Program Coordinator

Reading
Dr. Ruth Farrar, Graduate Program Coordinator

Secondary Education
Dr. Lynne Yeamans, Graduate and Continuing Education Program Coordinator

Special Education, Communication Disorders, SEAS Core Courses
Professor Kathleen McNamara, Graduate and Continuing Education Program Coordinator
The School of Education and Allied Studies offers undergraduate and graduate programs for the professional preparation of early childhood, elementary, special education, middle and high school teachers, as well as for specialized positions in school and community-based organizations and agencies. All programs in the school are devoted to developing professionals who are committed to excellence, understand best practices and research and work collaboratively in their chosen areas. The school also provides service to the schools, community organizations and agencies of the region. The school conducts an on-going review of professional standards and requirements in order to respond to the changing needs of the profession. Graduates of programs leading to initial licensure are ready to enter the profession of teaching. During advanced degree programs leading to the professional stage of licensure and other graduate course work, educators strengthen their leadership abilities and their commitment to lifelong learning.

The Burnell School, operated in partnership with the Bridgewater-Raynham school district, provides education majors and students throughout the college with practical experiences, which complement the theoretical background available in more formal study. Extensive field experiences in schools and agencies off campus further contribute to the development of meaningful linkages between study and practice. Procedures and guidelines are implemented to ensure that high quality standards are maintained in field-based experiences and that students have experiences working in settings with diverse populations of children and youth.

Students following the curricula leading to a bachelor of science in education degree are prepared as early childhood, elementary or special needs teachers (5-12). Students majoring in early childhood education, elementary education or special education (5-12) must complete an arts and sciences major (for Special Education (5-12), a major taught in grades 5-12), as well as a major in the School of Education and Allied Studies*. Students majoring in most curricula leading to a bachelor of arts or a bachelor of science degree may select a minor in Secondary Education, which prepares them for middle school and/or high school teaching. Students majoring in physical education earn a bachelor of science or bachelor of arts degree.

### UNDERGRADUATE PROGRAMS

**Majors in:**
- Early Childhood Education
- Elementary Education
- Health Education (Teacher licensure option in: Health/Family and Consumer Sciences PreK-12)
- Physical Education (Concentrations in):
  - Athletic Training
  - Coaching
  - Exercise Science/Health Fitness
  - Motor Development & Therapy/
    - Adapted Physical Education
  - Recreation
  - Recreation and Fitness Club Administration
  - Teacher Licensure in Physical Education (PreK-8)
  - Teacher Licensure in Physical Education (5-12)
- Special Education (Concentration in):
  - Communication Disorders
  - (Teacher Licensure available in):
    - Teacher of Students with Moderate Disabilities
    - Teacher of Students with Severe Disabilities
    - (all levels)

**Minors in:**
- Communication Disorders
- Coaching
- Dance
- Exercise Physiology
- Health Promotion
- Health Resources Management
- Instructional Media
- Special Education

Secondary Education minor (High School, Middle School Education or PreK-12 specialist licenses) with majors, concentrations, or options in:
- Biology
- Chemistry
- Dance (all levels)
- Earth Sciences
- English
- Foreign Language — Spanish (5-12)
- History
- Mathematics
- Music (Vocal/Instrumental/General — all levels)
- Physics
- Theatre (all levels)
- Visual Arts (PreK-8 and 5-12)
POST BACCALAUREATE, GRADUATE AND POST MASTER’S PROGRAMS

Post baccalaureate programs leading to initial licensure are offered in:
- Early Childhood Education
- Educational Leadership (LEAD)
- Elementary Education
- Health/Family and Consumer Sciences (PreK-12)
- Physical Education (PreK-8) (5-12)
- Secondary Education (Middle School/High School)
- Special Education (moderate and severe disabilities)

Graduate curricula leading to the master’s degree and Certificate of Advanced Graduate Study (CAGS) are offered in the following fields:

**Master’s Programs**
- Master of Arts in Teaching
- Master of Education in:
  - Counseling
  - Early Childhood
  - Educational Leadership
  - Elementary Education
  - Health Promotion
  - Instructional Technology
  - Reading
  - Special Education
- Post Master’s Programs: Certificate of Advanced Graduate Study (CAGS in Education)

**Concentrations in:**
- Counseling Programs
- Educational Leadership Programs
- Reading Programs
- Elementary and Early Childhood Education

**Licensure of Educational Personnel**

All candidates seeking Massachusetts Educator Licensure are advised to check with their individual education departments of the School of Education and Allied Studies offices regarding regulation changes which may have an impact on their licensure program.

The School of Education and Allied Studies, through its departments and committees offers the following state approved programs leading to Massachusetts Licensure and eligibility for licensure in participatory states and territories through the Interstate Certification Contract. Information on undergraduate and graduate programs leading to licensure is found in appropriate departmental sections.

**Educator Licensure Programs:**
- Early Childhood (PreK-2): Teacher of Students with or without Disabilities
  - Elementary (1-6)
  - Teacher of Visual Art (PreK-8)
  - Teacher of Visual Art (5-12)
  - Teacher of Biology (5-8)
  - Teacher of Biology (8-12)
  - Teacher of Chemistry (5-8)
  - Teacher of Chemistry (8-12)
  - Teacher of Earth Science (5-8)
  - Teacher of Earth Science (8-12)
  - Teacher of Physics (5-8)
  - Teacher of Physics (8-12)
  - Teacher of Dance (all)
  - Teacher of Theatre (all)
  - Teacher of English (5-8)
  - Teacher of English (8-12)
  - Teacher of Foreign Language-Spanish (5-12)
  - Teacher of History (5-8)
  - Teacher of History (8-12)
  - Teacher of Mathematics (5-8)
  - Teacher of Mathematics (8-12)
  - Teacher of Music (all)
- Teacher of Physical Education (PreK-8)
- Teacher of Physical Education (5-12)
Teacher of Health/Family and Consumer Sciences (all)
Reading Specialist (all)
Teacher of Students with Moderate Disabilities (PreK-8)
Teacher of Students with Moderate Disabilities (5-12)
Teacher of Students with Severe Disabilities (all)
Instructional Technology Specialist (all)
School Guidance Counselor (PreK-8)
School Guidance Counselor (5-12)
Administrator of Special Education (all)
School Business Administrator (all)
Supervisor/Director (all)
School Principal/Assistant Principal (PreK-6)
School Principal/Assistant Principal (5-9)
School Principal/Assistant Principal (9-12)
Superintendent/Assistant Superintendent (all)

Students, who wish to be elementary, early childhood or special education teachers are required to select a major in elementary or early childhood and a major in the liberal arts or sciences. All teachers licensed by the Commonwealth of Massachusetts are required to have a major in the liberal arts or sciences. The following majors meet the arts and sciences requirement at Bridgewater State College:

- Anthropology
- Art
- Biology
- Chemistry
- Earth Science
- Economics
- English
- Geography
- History
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Sociology
- Spanish
- Speech Communication

Students should consult with both their arts and sciences adviser and their education adviser each semester (with a final check the semester prior to their last semester) to insure that all licensure and academic degree requirements have been successfully met.

It is the student's responsibility to insure that all required coursework is successfully completed for general education, the liberal arts and sciences major, and the state approved major or minor which leads to licensure. Students must additionally assume responsibility for submitting all materials to appropriate offices by the established deadlines.

Please note, all candidates seeking Massachusetts Educator Licensure are required at the time of application to sign an affidavit indicating that they have not been convicted of and are not under charges for any crime (misdemeanor or felony) and have not been identified by any child protection agency as a perpetrator of child abuse.

Students having questions regarding their licensure and/or academic requirements should consult with their adviser, the appropriate department chairperson or the graduate program coordinator for additional information.

**Admission to and Retention in Professional Education Programs — Undergraduate Students**

All undergraduate students preparing for a career in education which requires licensure must formally apply, satisfy all selection criteria, and be recommended for admission into Professional Education Programs in the School of Education and Allied Studies. Students may not enroll in education courses beyond the introductory level until they have met all admissions criteria and are officially admitted to the program.

**Criteria for Admission**

The following criteria have been established as minimum requirements for admission to a Professional Education Program:

1. Candidates must be matriculated into an undergraduate arts or sciences degree program (with appropriate undergraduate major/equivalent).

2. Candidates must provide proof of having attained a passing score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure (MTEL™).

3. Candidates must have a cumulative Grade Point Average of 2.8 (through all previous undergraduate coursework). This minimum GPA must be maintained throughout the professional education program.

4. Candidates must demonstrate proof of proficiency in written English (minimum grades of "C+" in EN 101 and EN 102 or equivalent).

5. Candidates must complete a minimum of 40 contact hours (20 hours for secondary education and middle school) working with children or youth in schools or other agencies as part of an introduc-
tion to education course (EA 230, ED 210, EE 220, SE 202 or PE 205).

6. Candidates must have a complete health record (Immunization Record) on file with the Office of Health Services.

7. Candidates must interview, if required, with their individual education departments (check with department).

8. Candidates must provide two faculty recommendation ratings of at least “recommend” or “highly recommend” on the forms provided with the application packet.

9. Candidates must submit a complete Application for Admission to a Professional Education Program. The application includes biographical data, information on employment and volunteer experiences, and verification of completion of criteria 1-8 above. The application will be reviewed to determine competency in written expression of the English language and should reflect the candidate’s commitment to a career in education. Therefore, candidates should pay particular attention to correct spelling and the proper use of grammar when completing the application.

Please note, teacher preparation candidates may be asked to authorize a Criminal Offender Record Inquiry (CORI) as a requirement for access to public and private schools and agencies during their prepractica and practica field experience. Also, the Department of Education requires all candidates to sign an affidavit which states they “have not been convicted of nor are currently charged with any crime (misdemeanor or felony)” as part of their application for a Massachusetts educator’s license.

Admission Deadlines
Students must apply and be admitted to a professional education program before they may enroll in upper level (beyond the introductory level) professional education courses. Students are responsible for maintaining communication with their academic advisers and for preparing and submitting the completed application packets. Applications are accepted at any time. To ensure adequate time for processing, however, application should be made several weeks in advance of the anticipated date of registration for professional education courses.

All students enrolling in upper level courses in the School of Education and Allied Studies must have been officially accepted into professional education.

Admission Process
The following is the established process for admission to a initial licensure program in the School of Education and Allied Studies:

1. The student receives the application packet from the instructor of the introduction to education course (EA 230, ED 210, EE 220, SE 202 or PE 205).

2. The student completes the application as directed in the packet and returns it to the Office of Professional Education.

3. Students will be notified via mail of the status of their application.

Admission to and Retention in Professional Education Programs — Post Baccalaureate Students
All post baccalaureate teacher education candidates must be admitted to a post baccalaureate program through Graduate Admissions (see the Graduate and Continuing Education section of this catalog). Candidates must submit evidence of a minimum 2.8 grade point average, passing scores on appropriate sections of the Massachusetts Tests for Educator Licensure, three recommendations and biographical information as part of the Graduate admissions process. As a final step in the admissions process, candidates must submit evidence to the Office of Professional Education of having completed a minimum number of contact hours working with children or youth in schools or other agencies as part of their introduction to education course (EA 230, ED 210, EE 220, SE 202, PE 205). Contact hours verification forms can be obtained from instructors in the introductory course or through the Office of Professional Education located in the Burnell School.

Candidates must be admitted to a professional education program prior to enrolling in upper level education courses.

Please note, teacher preparation candidates may be asked to authorize a Criminal Offender Record Inquiry (CORI) as a requirement for access to public and private schools and agencies during their prepractica and practica field experience. Also, the
Department of Education requires all candidates to sign an affidavit which states they “have not been convicted of nor are currently charged with any crime (misdemeanor or felony)” as part of their application for a Massachusetts educator's license.

Retention and Exit Requirements
Students must remain in full compliance with all regulations, requirements, policies and procedures of the School of Education and Allied Studies, the Office of Graduate and Continuing Education, the college and the State Department of Education.

Admission/Retention Appeal Process
A student who wishes to request reconsideration of a professional education program admission/retention decision may submit a written letter of appeal to the dean of the School of Education and Allied Studies.

APPLICATION FOR PRACTICUM — UNDERGRADUATE AND POST BACCALAUREATE PROGRAMS

Admissions Criteria
The following criteria must be met for admission to the practicum (student teaching, internships):

1. Candidates must be matriculated into an undergraduate arts and sciences degree or post baccalaureate licensure program (with appropriate undergraduate/equivalent).

2. Candidates must satisfy all admission criteria for professional education programs (MTEL™ passing scores, English proficiency, prepractica hours, health records), and maintain continued good standing in the School of Education and Allied Studies.

3. Candidates must have a 2.8 overall cumulative grade point average with a 2.8 grade point average in the Arts and Sciences major and the Education major, minor or concentration required for teacher licensure.

4. Candidates must submit evidence of having passed all three parts of the Massachusetts Tests for Educator Licensure (MTEL™), including the appropriate subject test (and, for candidates seeking Early Childhood, Elementary Education or Teacher of Moderate Disabilities licensure, the Foundations of Reading test).

5. Candidates must have successfully completed all prerequisite courses and prepractica field experiences.

6. Candidates must provide evidence of a negative TB test, valid through the end of the student teaching semester.

7. Candidates must obtain departmental approval (via the signature of chair or graduate coordinator on their student teaching application).

8. Candidates must file their application with the Field Experience Office by February 1, if planning to student teach in the fall semester, and by September 30, if planning to student teach in the spring semester.

Admission Deadline
1. The deadline for submitting the completed application packet to the Field Experience Office is February 1 to student teach the following fall and September 30 to student teach the following spring.

All practica are completed within the college’s service area at centers and sites established by the School of Education and Allied Studies. Students are supervised by appropriately qualified faculty. In that the practica experiences are intense and rigorous, it is recommended that students not enroll in other courses during the semester they student teach.

Written complaints filed by schools or agencies relative to a student teacher will be reviewed by a committee from the School of Education and Allied Studies. In instances where the student teacher has not met the procedures, policies, standards and/or expectations of the college as set forth in this catalog, the Practicum Handbook and/or other college documents, the student may be removed from the assignment and the program.

Admission to, Retention in and Exit from Professional Education Programs — MAT, M.Ed., CAGS
All graduate students seeking licensure must formally apply, satisfy all selection criteria and be recommended for admission into professional education programs in the School of Education and Allied Studies.

The following requirements and criteria for admission to and retention in licensure and degree programs in
the School of Education and Allied Studies have been established:

1. All students must be formally admitted to a graduate degree or licensure program by the Graduate Office.

2. Students must remain in good standing with the Office of Graduate and Continuing Education and the School of Education and Allied Studies.

**Substitutions/Waivers for Licensure**
Undergraduate and graduate students with prior courses and/or experiences which are equivalent to or exceed those required in a particular state approved program may request a substitution by way of their academic adviser through their department. Students should contact their adviser for a copy of this institutional process. Grades of D and F cannot be used.

**Professional Education Review Process**
A student who experiences a problem pertaining to program waiver, licensure or other matters may request consideration under the School of Education and Allied Studies' established review process.

The first step is for the student to submit a written appeal to his or her adviser. If the situation cannot be resolved at this level, the student and/or adviser will then proceed to the department chairperson or graduate coordinator. Should the student's situation not be resolved, then the student may petition the dean of the School of Education and Allied Studies for review. The dean, at his or her discretion, may convene a review board to hear the appeal.

**Licensure Application**
Students wishing to apply for their Massachusetts Department of Education initial educator's license will obtain application instructions during the Educator Licensure/Career Services Meeting scheduled each semester during a student's initial internship/practicum. Bridgewater State College participates in the Department of Education's On-line Educator Recruitment and Licensing system (ELAR). Candidates can access ELAR via the following web address: http://www.doe.mass.edu/educators/e_license.html

BSC program completers seeking licensure through the ELAR system must fill out a Request for Recommendation Form and submit it to the Offices of Professional Education.

Candidates applying for professional licensure should meet with the Licensure Coordinator in the School of Education during their last semester of coursework at the college to review requirements and application procedures.

All candidates seeking Massachusetts Educator Licensure are required at the time of application to sign an affidavit indicating that they have not been convicted of and are not under charges for any crime (misdemeanor or felony) and have not been identified by any child protection agency as a perpetrator of child abuse.

**Licensure Tests**
*Massachusetts Tests for Educator Licensure (MTEL).*
The Massachusetts Department of Education has contracted with National Evaluation Systems (NES) in Amherst, MA, to develop and administer the educator licensure test system. Students and interested persons may contact N.E.S. to obtain information regarding upcoming test administrations and registration information at (413) 256-2892. Registering, taking and achieving passing scores of the *Massachusetts Tests for Educator Licensure (MTEL)* is the student's responsibility and is required for educational licensure in the state of Massachusetts. Registration bulletins and additional information may also be obtained in the Office of the School of Education and Allied Studies reception area.

Students must provide evidence of having attained a passing score (as determined by the Massachusetts Department of Education) on the *Communication and Literacy* portion of the *Massachusetts Tests for Educator Licensure (MTEL)* as part of the admission criteria of the School of Education and Allied Studies.

Students must provide evidence of having attained a passing score (as determined by the Massachusetts Department of Education) on the *appropriate subject test* (and Foundations of Reading test when applicable) of the *Massachusetts Tests for Educator Licensure (MTEL)* prior to being placed for student teaching.

**Certificate of Advanced Graduate Study (CAGS) in Education**
The School of Education and Allied Studies offers a program leading to a Certificate of Advanced Graduate Study (CAGS) in Education with concentrations in Mental Health, Counseling, Educational Leadership and Reading. For details, students should consult the counseling, educational leadership and reading program sections of this catalog.
BRIDGEWATER STATE COLLEGE/UNIVERSITY OF MASSACHUSETTS-LOWELL COLLABORATIVE CAGS/ED.D. PROGRAM

A transfer agreement is in place between Bridgewater State College, which offers the Certificate of Advanced Graduate Study (CAGS), and the University of Massachusetts-Lowell, which offers the Doctor of Education (Ed.D.) degree.

In accordance with this agreement, students who satisfactorily complete the CAGS program with a concentration in Educational Leadership or Reading at Bridgewater State College and who apply and are admitted to the Ed.D. program at the University of Massachusetts-Lowell, will be eligible to transfer up to 24 credits from the CAGS program into the doctoral program. Specific provisions of the transfer credits will be subject to regulations described in the Graduate School Catalog of the University of Massachusetts-Lowell. Graduates of the CAGS program at Bridgewater will be entitled to the same considerations as graduates of the CAGS program at Lowell. Applicants to the doctoral program must submit a completed application for review by the College of Education's Admissions and Standards Committee at the University of Massachusetts-Lowell.

For additional information about these programs, contact:

Dr. Joanne Newcombe, graduate program coordinator, Educational Leadership Program, Hart Hall, Room 225, Bridgewater State College, Bridgewater, MA 02325.

Dr. Ruth Farrar, graduate program coordinator, Reading Program, Hart Hall, Room 133 Bridgewater State College, Bridgewater, MA 02325.
ELEMMTARY AND EARLY CHILDHOOD EDUCATION

Faculty

Chairperson: Professor John Marvelle

Professors: Barbara Bautz, Steven Greenberg, Maureen Moir, Sara Pheeney, Wayne Phillips, Gerald Thornell

Associate Professors: Ruth Farrar, Gregory Nelson, Mary Shorey, Nancy Witherell

Assistant Professors: John Jones, Robert Sylvester

Department Telephone Number: (508) 531-1243

Web site: www.bridgew.edu/depts/edallied/elemed.htm

Degree Programs

- BSE in Elementary Education
- BSE in Early Childhood Education
- BSE in Elementary Education/M.Ed. Special Education (Teacher of Students with Moderate Disabilities PreK-8) Dual Licensure
- M.Ed. in Elementary Education
- M.Ed. in Early Childhood Education
- M.Ed. in Reading

Certificate of Advanced Graduate Study Program

- Reading

Post Baccalaureate Licensure Programs

- Early Childhood Teacher of Students with or without Disabilities (PreK-2)
- Elementary Education

UNDERGRADUATE PROGRAMS

Bachelor of Science in Education

Elementary Education (1-6)

Students who wish to be elementary teachers are required to select a major in elementary education as well as a major in the liberal arts or sciences. A major in liberal arts or sciences is a requirement of the Commonwealth of Massachusetts.

Students must apply for admission and be accepted into Professional Education after completion of EE 220 Introduction to Elementary Education and before the professional semester. EE 220 is the only education course in which students can enroll prior to official acceptance into a Professional Education Program.

Before entering professional courses in art, reading, language arts, mathematics, science and social studies, and educational evaluation, a student must have met requirements for acceptance into a professional education program.

All matriculated undergraduate Elementary Education degree-seeking students must take the Professional Semester as a block of courses and must register with the department. Part-time students should contact the department concerning special scheduling arrangements.

All undergraduate students seeking licensure must consult the section of this catalog entitled School of Education and Allied Studies for information pertaining to admission to a professional education program and the State Regulations for the Licensure of Educational Personnel and important institutional deadlines.

Students must complete 80 hours of prepractica experience. A 40-hour experience is attached to the course EE 220. An additional 40 hours is attached to the professional courses: reading, language arts, mathematics, and science and social studies. Undergraduates who are not taking these courses together in a professional block must meet with their professor to plan appropriate prepractica experiences.

After completing all education methods courses, students must complete a full-time, semester long student teaching experience in a local school under the joint supervision of a college supervisor and a cooperating practitioner.
Students successfully completing the program are eligible to apply for initial Massachusetts licensure in Elementary Education (1-6).

This program has been approved by the Massachusetts Department of Education and includes licensure reciprocity with signatory states under the Interstate Certification Compact.

The following courses are required to complete the Elementary Education major:

- **General Education Requirements:** Students majoring in elementary education must take specific courses in the General Education Requirement (GER) areas below. All remaining GERs must be fulfilled following the General Education Requirement listings in the Academic Programs section of this catalog.

**History:**
HI 131 World History to 1500
HI 221 United States History and Constitutions to 1865

**Behavioral Sciences:**
PY 224 Child Psychology
or
PY 227 Development Through the Life Cycle

**Literature:**
EN 252 Literary Types (see your education advisor for appropriate section)

**Mathematics:**
MA 107 Principles of Mathematics I

**Social Sciences:**
GS 110 Human Geography

- **Cognate:**
PO 172 Introduction to American Government
(This cognate will not fulfill the GER in Social Sciences)

*EE 220 Introduction to Elementary Education
EE 300 Elementary Art Methods (.5 credit)
EE 310 Teaching Science and Social Studies in the Elementary School
EE 330 Teaching Reading in the Elementary School
EE 340 Teaching Language Arts in the Elementary School
EE 350 Teaching Mathematics in the Elementary School
* To be completed prior to admission to Professional Education and enrollment in upper division education courses.

EE 360 Teaching in a Standards-based Inclusive Elementary Classroom
EE 492 Supervised Teaching in Public Schools: Elementary

**BSE ELEMENTARY EDUCATION/M.ED. SPECIAL EDUCATION (TEACHER OF STUDENTS WITH MODERATE DISABILITIES PREK-8) DUAL LICENSURE 5-YEAR PROGRAM**
The Dual License Program is a joint program between the Department of Elementary and Early Childhood Education and the Department of Special Education and Communication Disorders.

The Dual License Program is a 5-year, 157 credit program that leads to both a BSE in Elementary Education with Initial License in Elementary Education and an MEd in Special Education with endorsement for Initial License as a Teacher of Students with Moderate Disabilities (PreK-8).

The purpose of the program is to develop special education teachers who have an in-depth understanding of special education and the elementary school classroom.

**Undergraduate Program Requirements:**
- Students must complete a Liberal Arts or Science major

- **General Education Requirements:** Dual License students must take specific courses in the General Education Requirement (GER) areas below. All remaining GERs must be fulfilled following the General Education Requirement listings in the Academic Programs section of this catalog.

**History:**
HI 131 World History to 1500
HI 221 United States History and Constitutions to 1865

**Behavioral Sciences:**
PY 224 Child Psychology
or
PY 227 Development Through the Life Cycle

**Literature:**
EN 252 Literary Types (see your education advisor for appropriate section)

**Mathematics:**
MA 107 Principles of Mathematics I

**Social Sciences:**
GS 110 Human Geography
Cognate:
PO 172 Introduction to American Government
(This cognate will not fulfill the GER in Social Sciences)

Additional undergraduate program requirements:
*SE 202 Introduction to Special Education
SE 203 Cultural Diversity in School and Society
EE 310 Teaching Science and Social Studies in the Elementary School
EE 330 Teaching Reading in the Elementary School
EE 340 Teaching Language Arts in the Elementary School
EE 350 Teaching Mathematics in the Elementary School
EE 360 Teaching in a Standards-based Inclusive Elementary Classroom
or
SE 217 Meeting the Needs of All Learners
EE 492 Supervised Teaching in Public Schools: Elementary
SE 404 Student Teaching Practicum: Inclusion Program (PreK-8)

Graduate Program Requirements:
• Students must complete the following courses:
ED 530 The Teacher as Researcher
SE 504 Applied Curriculum Development for Learners with Special Needs: PreK-8
SE 517 Language Skills for Special Needs Learners
SE 518 Reading Strategies in Special Education
SE 530 Assessment Procedures in Special Education
SE 550 Seminar in Special Education
SE 560 Teaching Students with Special Needs through Direct/Explicit Instruction
SE 575 Behavior Interventions in Special Education
SE 591 Practicum – Special Education (PreK-8, 5-12)

Early Childhood Teacher of Students with or without Disabilities (PreK-2)
Students who wish to be early childhood teachers are required to select a major in early childhood education as well as a major in the liberal arts or sciences. A major in liberal arts or sciences is a requirement of the Commonwealth of Massachusetts.

The Department of Elementary and Early Childhood Education offers a major in early childhood education, which enables the student to prepare for career opportunities with young children from infancy through age eight. Students are provided with professional preparation in understanding stages of child growth and development, curriculum planning, teaching procedures and program evaluation.

Students must apply for admission and be accepted into Professional Education after completion of EA 230 and before the professional semester. EA 230 is the only education course in which students can enroll prior to official acceptance into a Professional Education Program.

Before entering professional courses in art, reading, language arts, mathematics, planning and programming and science and social studies, a student must have met requirements for acceptance into professional education.

All matriculated undergraduate early childhood education degree seeking day students must take the professional semester as a block of courses and must register with the department. Part-time students should contact the department concerning special scheduling arrangements.

Students seeking professional licensure should consult the section of this catalog entitled School of Education and Allied Studies for professional education admission and retention information and important institutional deadlines.

Students must complete 80 hours of prepractica experience. A 40-hour experience is attached to the course EA 230, 15 hours at a preschool level and 25 hours at the kindergarten or primary level. An additional 40 hours is attached to the professional courses: reading, language arts, mathematics, and science and social studies. Undergraduates who are not taking these courses together in a professional block must meet with their professor to plan appropriate prepractica experiences.

After completing all education professional courses, students must complete a full-time, semester long student teaching experience in a local school under the joint supervision of a college supervisor and a cooperating practitioner.

Students successfully completing the program will be eligible to meet Commonwealth of Massachusetts
teacher initial licensure requirements for the Teacher of Early Childhood Education (PreK-2) license.

The following courses are required to complete the early childhood education major:
* EA 230 The Basics of Early Childhood Education
EA 300 Early Childhood Art Methods (.5 credit)
EA 311 Science and Social Studies Inquiry for the Young Child
EA 332 Reading Development for the Young Child
EA 342 Language Arts for the Young Child
EA 352 Developmental Mathematics for the Young Child
EA 361 Planning and Programming for the Young Child
EA 496 Supervised Teaching in Public Schools: Early Childhood
EA 497 Supervised Teaching in an Integrated Preschool Setting

*To be completed prior to admission to Professional Education and enrollment in upper division education courses.

GRADUATE PROGRAMS

**Elementary Education (1-6) and Early Childhood Education (PreK-2)**

**Graduate Coordinator:** Maureen Moir
**Post Baccalaureate Coordinator:** Nancy Witherell

**Reading Coordinator:** Ruth Farrar

The Department of Elementary and Early Childhood Education offers several programs designed to meet the needs of graduate students: post baccalaureate programs that allow students to apply for initial licensure in early childhood education (PreK-2); and master’s degree programs furthering the professional development of licensed elementary and early childhood educators. The department also offers a Master of Education degree in Reading for educators seeking an additional license as a Teacher of Reading. In addition, a CAGS in education concentration in reading is available.

**Post Baccalaureate Program: Initial License - Elementary Education (1-6)**

This program is designed for persons who have a bachelor’s degree and seek initial licensure in elementary education (1-6). A liberal arts or science undergraduate major or its equivalent is required. A minimum 2.8 undergraduate GPA is required for admission to the program. This program has been approved by the Massachusetts Department of Education and includes licensure reciprocity with signatory states under the Interstate Certification Compact.

Students should consult the *Graduate and Continuing Education* section of the catalog for information regarding graduate program application procedures and admission standards.

Students seeking initial licensure should consult the section of this catalog entitled *School of Education and Allied Studies* for professional education admission and retention information and institutional deadlines.

Students must complete 80 hours of prepractica experience. A 40-hour experience is attached to the course EE 220. An additional 40 hours is attached to the professional courses: reading, language arts, mathematics, and science and social studies.

All accepted students must enroll under the direction of their adviser in GP 501 Graduate Program Planning, which is described under “Graduate Advisers and Program Planning” in the *Graduate and Continuing Education* section of this catalog.

Students must complete the following courses:
- GP 501 Graduate Program Planning (1 credit)
- *EE 220 Introduction to Elementary Education*
- EE 300 Elementary Art Methods (.5 credit)
- EE 310 Teaching Science and Social Studies in the Elementary School
- EE 330 Teaching Reading in the Elementary School
- EE 340 Teaching Language Arts in the Elementary School
- EE 350 Teaching Mathematics in the Elementary School
- EE 360 Teaching in a Standards-based, Inclusive Elementary Classroom
- EE 492 Supervised Teaching in Public Schools: Elementary

*To be completed prior to admission to Professional Education and enrollment in upper division education courses.*

School of Education and Allied Studies
Students successfully completing the program are eligible to apply for initial Massachusetts licensure in Elementary Education (1-6).

**Master of Education in Elementary Education**

This degree program is designed for persons who hold initial licensure in early childhood education (grades 1-6) and are seeking professional licensure in the Commonwealth of Massachusetts. The program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure as set forth in the most recent DOE licensure regulations. This degree program will also appeal to elementary school teachers who already hold a standard level or professional license. In such cases, an individualized plan of program electives will be developed.

Students should consult the Graduate and Continuing Education section of the catalog for information regarding graduate program application procedures and admission standards.

All accepted students must enroll under the direction of their adviser in GP 501 Graduate Program Planning, which is described under “Graduate Advisers and Program Planning” in the Graduate and Continuing Education section of this catalog.

**Program Requirements**

**Core Courses**

- ED 530 The Teacher as Researcher
- ED 531 The Standards-Based Classroom: Curriculum
- ED 532 The Teacher as Leader: From Issues to Advocacy
- ED 533 The Standards-Based Classroom: Instruction and Assessment
- ED 538 The Professional Teacher (final program course)

Information about ED 530-538 is provided in the Course Descriptions section of this catalog under the heading of “School of Education and Allied Studies (SEAS) Master’s Courses (ED)”.

**Program Content Electives**

Persons seeking professional licensure:

- Elect 5 graduate courses (400 level U/G or 500 level), approved by the program adviser, from arts and science disciplines. Alternative courses must be approved by the program coordinator.

- No more than 2 courses should be in any one arts and science discipline.

- Suggested disciplines: art, English, history, mathematics, reading, and sciences.

- Adviser course approval is required

**Post Baccalaureate Program: Initial License — Early Childhood: Teacher of Students with and without Disabilities (PreK-2)**

This program is designed for persons who have a bachelor’s degree and seek initial licensure in early childhood education (PreK-2). A liberal arts or science undergraduate major or its equivalent is required. A minimum 2.8 undergraduate GPA is required for admission to the program. This program has been approved by the Massachusetts Department of Education and includes licensure reciprocity with signatory states under the Interstate Certification Compact.

Students should consult the Graduate and Continuing Education section of this catalog for information regarding graduate program application procedures and admission standards.

Students seeking initial licensure should consult the section of this catalog entitled School of Education and Allied Studies for professional education admission and retention information and important institutional deadlines.

Students must complete 80 hours of prepractica experience. A 40-hour experience is attached to the course EA 230. An additional 40 hours is attached to the professional courses: reading, language arts, mathematics, science, mathematics, science and social studies. All accepted students must enroll under the direction of their adviser in GP 501 Graduate Program planning, which is described under “Graduate Advisers and Program Planning” in the Graduate and Continuing Education section of this catalog.

Students must complete the following courses:

- GP 501 Graduate Program Planning (1 credit)*
- EA 230 The Basics of Early Childhood Education (1 credit)
- EA 300 Early Childhood Art Methods (.5 credit)
- EA 311 Science and Social Studies Inquiry for the Young Child (1 credit)
- EA 332 Reading Development for the Young Child (1 credit)
- EA 342 Language Arts for the Young Child (1 credit)
EA 352 Developmental Mathematics for the Young Child
EA 361 Planning and Programming for the Young Child
EA 496 Supervised Teaching in the Public School: Early Childhood (6 credits)
EA 497 Supervised Teaching in an Integrated Preschool Setting (6 credits)

*To be completed prior to admission to Professional Education and enrollment in upper division education courses.

Students successfully completing the program are eligible to apply for initial Massachusetts licensure in Early Childhood: Teacher of Students with or without Disabilities (PreK-2).

**Master of Education in Early Childhood Education**
This degree program is designed for persons who hold initial licensure in early childhood education (grades PreK-2) and are seeking professional licensure in the Commonwealth of Massachusetts. The program is designed to meet the “appropriate master’s degree” requirement, which is part of the criteria for professional stage licensure as set forth in the most recent DOE licensure regulations. This degree program will also appeal to early childhood teachers who already hold a standard level or professional license. In such cases, an individualized plan of program electives will be developed.

Students should consult the Graduate and Continuing Education section of the catalog for information regarding graduate program application procedures and admission standards.

All accepted students must enroll under the direction of their adviser in GP 501 Graduate Program Planning, which is described under “Graduate Advisers and Program Planning” in the Graduate and Continuing Education section of this catalog.

**Program Requirements**

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>15 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 530 The Teacher as Researcher</td>
<td></td>
</tr>
<tr>
<td>ED 531 The Standards-Based Classroom: Curriculum</td>
<td></td>
</tr>
<tr>
<td>ED 532 The Teacher as Leader: From Issues to Advocacy</td>
<td></td>
</tr>
<tr>
<td>ED 533 The Standards-Based Classroom: Instruction and Assessment</td>
<td></td>
</tr>
<tr>
<td>ED 538 The Professional Teacher (final program course)</td>
<td></td>
</tr>
</tbody>
</table>

Information about ED 530-538 is provided in the Course Descriptions section of this catalog under the heading of “School of Education and Allied Studies (SEAS) Master’s Courses (ED)”.

**Program Content Electives**

Persons seeking professional licensure:

- Elect 5 graduate courses (400 level U/G or 500 level), approved by the program adviser, from arts and science disciplines. Alternative courses must be approved by the program coordinator.

- No more than 2 courses should be in any one arts and science discipline.

- Suggested disciplines: art, English, history, mathematics, reading, and sciences.

- Adviser course approval is required

**Master of Education in Reading**

Program Coordinator: Dr. Ruth Farrar
The graduate Reading program offers the degree of Master of Education with a specialty in Reading and institutional endorsement for Massachusetts licensure as Teacher of Reading (all levels). Program learning experiences and outcomes are designed to meet the recommendations of the Professional Standards and Ethics Committee and the Advisory Group to the National Council of Accreditation of Teacher Education (N.C.A.T.E.) Joint Task Force of the International Reading Association (I.R.A.) Role 4, Reading/Literacy Specialist. Candidates must complete all of the following course requirements and program requirements. Graduate students accepted into the program must enroll under the direction of their adviser in GP 501 Graduate Program Planning which is described under “Graduate Advisers and Program Planning” in the Graduate and Continuing Education section of this catalog. As part of their program, students must satisfactorily complete the following curriculum:

<table>
<thead>
<tr>
<th>Electives</th>
<th>15 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RD 550 Improving Literacy Instruction (3 credits)</td>
<td></td>
</tr>
<tr>
<td>RD 551 Case Studies in Literacy Acquisition and Development (3 credits)</td>
<td></td>
</tr>
<tr>
<td>RD 552 Literacy Assessment Principles and Techniques (3 credits)</td>
<td></td>
</tr>
</tbody>
</table>

School of Education and Allied Studies
RD 553 Issues in Literacy Education (3 credits)
RD 555 Supervision and Administration of Literacy Programs (3 credits)
RD 556 Literacy Curriculum Development and Implementation (3 credits)
ED 530 The Teacher as Researcher (3 credits)
ED 532 The Teacher as Leader: From Issues to Advocacy (3 credits)
ED 533 The Standards-Based Classroom: Instruction and Assessment for Diverse Learners (3 credits)
RD 558 Practicum Experience for the Consulting Teacher of Reading I (3 credits)
RD 559 Practicum Experience for a Consulting Teacher of Reading II (3 credits)
RD 560 Literacy Seminar I (1 credit)
RD 561 Literacy Seminar II (2 credits)

Program Requirements
1. Successful completion of the Literacy Professional’s Library
2. An oral presentation or exhibit pertaining to a topic in literacy
3. Successful completion of two 200-hour practica
4. Successful completion of a literacy professional’s portfolio
5. Support for the work of professional literacy organizations
6. A passing score on the written comprehensive examination

The reading program designates the Teacher of Reading license as a specialist teacher license. Program prerequisites include Massachusetts teaching licensure and at least one year of teaching experience under the area of licensure. To be admitted, applicants must provide documentation of one of the following:

(a) Professional licensure with the Massachusetts State Department of Education
(b) Initial licensure with the Massachusetts State Department of Education and a passing score on the Massachusetts Test for Educator Licensure (MTEL™) of Communication and Literacy Skills. To be accepted for practicum experiences (RD 558 and RD 559), candidates must provide documentation of a passing score on the MTEL Reading Subject Test (#47).

Certificate of Advanced Graduate Study — Concentration in Reading
The graduate reading program offers the Certificate of Advanced Graduate Study in Reading with an option for institutional endorsement for Massachusetts licensure as Teacher of Reading (all levels). The 34-credit program is offered to cohort groups who move through the entire program together. To enhance the experience, courses are scheduled on Saturdays during the academic year and as two-week intensives in the summer.

Students who complete the CAGS program and wish to pursue a doctoral degree receive an additional benefit. Bridgewater graduates who apply to and are accepted into the doctoral program in reading at UMass-Lowell may apply 24 of the credits earned toward the 60 credits required as part of the doctorate degree.

Program learning experiences and outcomes are designed to meet the recommendations of the Professional Standards and Ethics Committee and the Advisory Group to the National Council of Accreditation of Teacher Education (N.C.A.T.E.) Joint Task Force of the International Reading Association (I.R.A.) Role 5, Reading/Literacy Supervisor and Consultant. Candidates must complete all of the following course requirements and program requirements.

Course Requirements (27 credits)
GP 501 Graduate Program Planning (1 credit)
RD 670 Seminar (3 credits)
RD 650 Research in Literacy Curriculum and Instruction (3 credits)
RD 651 Socio-psycholinguistics and Critical Literacy (3 credits)
RD 652 Cultural Foundations of Literacy (3 credits)
RD 653 Diagnosis, Assessment and Evaluation of Student Performance and Program Effectiveness (3 credits)
RD 654 Principles and Programs in Professional Development (3 credits)
RD 655 Case Studies in N-12 Literacy Curriculum and Instruction (3 credits)

IT 552 Multimedia for Educators (3 credits)
With adviser’s consent, another 500- or 600-level course in instructional technology may be substituted for IT 552.
(Suggested alternatives: IT 523 Information Access and the Internet; IT 551 Home Pages for Educators)
RD 681 C.A.G.S. Literacy Practicum (3 credits)
RD 682 C.A.G.S. Literacy Practicum II (1 credit), as needed

**Course Electives** (6 credits)
(The adviser may approve other appropriate electives.)
RD 503 Directed Study (3 credits)
RD 558 Practicum Experience for the Consulting Teacher of Reading I (3 credits)
RD 559 Practicum Experience for the Consulting Teacher of Reading II (3 credits)
ML 558 Advanced Studies in Literature for Children and Young People (3 credits)
SA 677 Systems Planning for Educational Leaders (2 credits)

**Program Requirements**
1. Successful completion of a research project in exemplary literacy practices
2. Successful completion of a multimedia exhibit in exemplary literacy practices
3. Support for the work of professional literacy organizations
4. Successful defense of the research project and multimedia exhibit
MOVEMENT ARTS, HEALTH PROMOTION AND LEISURE STUDIES

FACULTY

Chairperson: Professor Robert Haslam

Professors: Marcia Anderson, Edward Braun, Robert Frederick, Janice Harris, Edward Hart, Joseph Huber, Nancy Moses, Amos Nwosu

Associate Professors: Samuel Baumgarten, Lydia Burak, John Kilbourne, Joseph Yeskewicz

Assistant Professors: Kathleen Laquale, Ellyn Robinson, Pamela Russell

Department Telephone Number: (508) 531-1215
Web site: www.bridgew.edu/catalog/movarts.htm

DEGREE PROGRAMS

• BA in Physical Education (Awarded for completion of major core)
• BS in Health Education
• BS in Physical Education (Awarded for completion of major core and selected concentration) Concentrations: Athletic Training, Coaching, Exercise Science/Health Fitness, Motor Development Therapy/Adapted Physical Education, Recreation, Recreation and Fitness Club Administration, Teacher Licensure in Physical Education PreK-8 and 5-12
• M.Ed. in Health Promotion
• MS in Physical Education Concentrations: Adapted Physical Education, Athletic Training, Human Performance and Health Fitness, Sport and Human Performance, Individualized Program

POST BACCALAUREATE TEACHER LICENSURE PROGRAMS

• Physical Education
• Health (Health, Family and Consumer Sciences)

*Some concentrations or licensure programs have specific course requirements. Contact the department chairperson or faculty program liaison for information on these requirements.

UNDERGRADUATE MINORS

• Coaching
• Dance*
• Exercise Physiology
• Health Promotion
• Health Resources Management*
• Recreation

Interdisciplinary Minor*

The Department of Movement Arts, Health Promotion, and Leisure Studies offers both undergraduate and graduate programs in the areas of health promotion and physical education.

At the undergraduate level the department offers a major in physical education which leads to a Bachelor of Science or Bachelor of Arts degree and a major in Health Education which leads to a Bachelor of Science degree. Minors in coaching, health promotion, recreation, exercise physiology, dance, and health resources management are also offered.

A minor in dance is offered jointly by the Department of Movement Arts, Health Promotion and Leisure Studies and the Department of Communication Studies and Theatre Arts.

A minor in health resources management is offered jointly by the Department of Movement Arts, Health Promotion and Leisure Studies and the Department of Management.

Graduate study offered by the department includes a program in the area of health promotion, which leads to a Master of Education in Health Promotion and a program in the area of physical education, which leads to a Master of Science in Physical Education. Post baccalaureate programs for initial teacher licensure in physical education and health education are available and are described under the department’s graduate programs. A Master of Arts in Teaching program in the areas of physical education and health education, are also offered.

DEPARTMENT OBJECTIVES

1. Provide a quality physical education liberal arts major program with a variety of concentrations providing advanced professional preparation.

2. Provide quality physical education activity courses to assist students in developing lifetime activity patterns.

School of Education and Allied Studies
3. Provide a quality health education major program with courses that deal with health promotion issues and healthy living styles.

4. Instill an atmosphere of health and well being for students.

**CAREER OPPORTUNITIES**
The physical education major program is an arts and science major. Career opportunities are tied to the concentrations where a student develops knowledge and application of that knowledge in a professional capacity.

The Health Education major can work in schools, public health agencies, voluntary non-profit organizations, hospitals, colleges and universities, business and industry.

**UNDERGRADUATE PROGRAMS**

**BACHELOR OF ARTS/BACHELOR OF SCIENCE**
The Department of Movement Arts, Health Promotion and Leisure Studies offers the physical education major an opportunity to elect an area of study from among eight concentrations. In addition, a comprehensive health education major may be selected.

Many of these programs have been developed to prepare graduates to pursue career opportunities in community-based organizations such as business, industry, agencies and hospitals. These programs, which include field experiences in various settings in the community, have expanded the role of the professional in the fields of physical education and health promotion beyond the teaching environment in schools, thus preparing the graduate for new career opportunities.

*Initial teacher licensure programs in both health and physical education are also available for those students who wish to teach in the public schools. These students may elect one of two initial teacher licensure concentrations in physical education (PreK-8) (5-12) or the teacher licensure option in the health education major (PreK-12).*

**HEALTH EDUCATION MAJOR**
Health education can lead to the improved health status of individuals, families and communities. It involves the use of systematic strategies to improve health knowledge, attitudes, skills and behaviors. Health educators work in schools, public health agencies, voluntary non-profit organizations, hospitals, colleges and universities, business and industries.

The 42 credit Health Education major is designed to guide students through learning experiences that emphasize the multiple dimensions of health, and draws on the behavioral and natural sciences as well as health science and public health. The major is designed to prepare students to design, implement, and evaluate scientifically and methodologically sound health education experiences, and to equip students with the professional skills that will enable them to be proficient practitioners.

Students wishing to pursue teaching licensure in Health/Family and Consumer Sciences must meet the criteria for admission to professional education programs. Those interested in teacher licensure should refer to the *Secondary Education and Professional Programs* section of this catalogue.

**Required Courses:**
HE 200 Principles and Practices of Health Education
HE 300 Current Issues in Health
HE 401 Human Sexuality
HE 405 Drugs in Society
HE 407 Stress Management
HE 430 Principles and Practices of Epidemiology
HE 450 Health Promotion Strategies
HE 451 Program Planning in Health Promotion
HE 471 Nutrition
HE 477 Environmental and Consumer Health

**Cognate Courses:**
BI 251 Human Anatomy and Physiology I
PE 200 Fitness for Life
PY 227 Development Through the Life Cycle
SE 203 Cultural Diversity Issues in School and Society

**Teacher Licensure Option Requirements:**
*ED 210 Introduction to Teaching
ED 235 Learning and Motivation
ED 335 Assessment and Planning
ED 445 Content Area Reading, Writing and Study Skills
HE 491 Field Based Pre-Practicum in Health
HE 492 Practicum in Student Teaching-Health

**General Education Requirements (GER)**
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Catalogue.

*To be completed prior to admission to Professional Education and enrollment in any other education courses.*

**School of Education and Allied Studies**
**Physical Education Major**

Students majoring in physical education must achieve a minimum of C- in all core courses (not cognates) and repeat any core courses in which they receive a grade lower than C-. In addition students must complete a minimum of 120 credits for graduation. This requirement includes the following 39 credit major courses and cognates:

- **PE 100** Applied Musculoskeletal Anatomy
- **PE 117** Historical and Philosophical Foundations of Sport and Physical Education
- **PE 217** Principles of Motor Learning
- **PE 318** Socio-Cultural Foundations of Sport
- **PE 385** Biomechanics
- **PE 401** Physiology of Exercise

At least one of the following:*  
- **BI 280** Human Physiology  
- **HE 405** Drugs in Society  
- **HE 471** Nutrition  
- **PE 146** Dance Appreciation  
- **PE 251** Dance History  
- **PE 255** Creative Dance I  
- **PE 256** Creative Dance II  
- **PE 324** Physical and Motor Development of Individuals with Disabilities  
- **PE 402** Exercise Metabolism  
- **PE 405** Exercise Circulation: Mechanisms and Morphology  
- **PE 465** Theory and Development of Play  
- **PE 470** Sociology of Sport

9 credits in physical education activity courses**  

All majors in Physical Education must accumulate at least nine (9) credits in activity courses. The nine credits must come from at least six (6) different types of activity classes. (Taking the second level of a course after having taken the first level will not count as part of the six activity classes.) Each concentration will determine its own requirements for the nine credits and will not necessarily require a spreading of activities throughout the current A-E categories. The major who elects the individualized program will, with the consent of the advisor, select appropriate activities from categories A-E.

Cognates:  
- **BI 102** Introduction to Zoology  
- **PY 100** Introductory Psychology  
  or  
- **PY 227** Development Through the Life Cycle

The remaining credits necessary for completion of the degree include the general education requirements and one or more of the following selections:

1. elect from the seven concentrations listed below available to the physical education major;
2. develop an individualized program of study (with assistance of an adviser);
3. combine the physical education major with a major or minor in another discipline;
4. combine several of the above.

**Athletic Training Concentration**

This concentration is accredited by the Committee on Accreditation of Allied Health Educational Programs (CAAHEP), and prepares the athletic training student with the necessary academic and clinical experiences to sit for the National Athletic Trainer's Board of Certification Examination. The program includes courses in injury prevention, recognition, assessment and immediate care of athletic injuries, health care administration and professional development and responsibility.

Admission into the program is limited and competitive. Students interested should contact the Director of the Athletic Training Program during their first semester at the college.

- **AT 240** Introduction into Athletic Training  
- **AT 241** Apprenticeship in Athletic Training  
- **AT 340** Sports Injury Management - Lower Extremity  
- **AT 341** Sports Injury Management - Upper Extremity  
- **AT 342** Clinical Application of Basic Athletic Training Skills  
- **AT 343** Clinical Application of Intermediate Athletic Training Skills  
- **AT 442** Therapeutic Exercise
AT 443 Pharmacology for the Physically Active
AT 450 Therapeutic Modalities
AT 454 Clinical Application of Advanced Athletic Training Skills
AT 455 Professional Preparation in Athletic Training
AT 490 Administration of Athletic Training

Cognate courses:
BI 280 Human Physiology
or
BI 252 Human Anatomy and Physiology II
PH 181 Elements of Physics I
HE 471 Nutrition

Education

**HE 471 Nutrition
PE 201 Apprenticeship in Exercise Science and Health Fitness
PE 400 Physiology and Techniques of Strength Fitness
PE 402 Exercise Metabolism
PE 403 Cardiovascular Function, Analysis and Evaluation
PE 404 Exercise Prescription and Cardiac Rehabilitation
PE 405 Exercise Circulation: Mechanisms and Morphology
PE 409 Planning, Implementing and Evaluating Fitness Programs
PE 498 Field Experience in Physical Education
Activity requirements
PE 163 Aerobics
PE 204 Theory and Practice of Progressive Resistance Training
PE 209 Theory and Practice of Metabolic Training
* Four additional credits of activities

Exercise Science/Health Fitness Concentration
This concentration prepares students for career opportunities in health and fitness in such settings as industry, hospitals, agencies, education and human service organizations. Emphasis is on human performance and cardiovascular health, which includes physical health evaluation, graded exercise tests, exercise prescription and physical activity program development. A field experience off campus in a setting identified above is an important aspect of this concentration.

**HE 471 Nutrition
PE 201 Apprenticeship in Exercise Science and Health Fitness
PE 400 Physiology and Techniques of Strength Fitness
PE 402 Exercise Metabolism
PE 403 Cardiovascular Function, Analysis and Evaluation
PE 404 Exercise Prescription and Cardiac Rehabilitation
PE 405 Exercise Circulation: Mechanisms and Morphology
PE 409 Planning, Implementing and Evaluating Fitness Programs
PE 498 Field Experience in Physical Education
Activity requirements
PE 163 Aerobics
PE 204 Theory and Practice of Progressive Resistance Training
PE 209 Theory and Practice of Metabolic Training
* Four additional credits of activities

General Education Requirements (GER)
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

Coaching Concentration
This concentration prepares the physical education major to apply concepts and principles related to all aspects of coaching, including the player, team, coach and administration of athletic programs for youth and adults. The field experience is an important aspect of this concentration.

AT 240 Introduction into Athletic Training
PE 325 Methods and Techniques in Coaching Individual Sports
PE 327 Methods and Techniques in Coaching Team Sports
PE 361 Officiating Individual Sports
PE 362 Officiating Team Sports
PE 414 Coaching
PE 481 Organization and Administration of School Athletics
PE 498 Field Experience in Physical Education
**HE 471 Nutrition

Current certification from the American Red Cross for Standard First Aid and CPR or equivalent.

General Education Requirements (GER)
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

** Courses in concentration identified as part of major

Motor Development Therapy/Adapted Physical Education Concentration
This concentration prepares the physical education major to work with children, youth and adults with disabilities. The program focuses on physical education to meet the developmental, sport, dance and leisure time needs of special populations as well as the emotional and social needs of individuals with disabilities. The concentration prepares graduates for career opportunities in rehabilitation centers, clinics, hospitals,
and social agencies as well as private and public schools. Opportunities for practical experience are provided through off-campus field experiences as well as the department-sponsored Children's Physical Development Clinic.

**PE 324 Physical and Motor Development of Individuals with Disabilities**  
PE 451 Prosthetics and Orthotics  
PE 494 Advanced Study of Motor Programs for Individuals with Chronic Health Conditions  
PE 498 Field Experience in Physical Education  
PY 224 Child Psychology  
or  
PY 226 Adolescent Psychology  
PY 327 Psychology of Exceptional Children  
or  
PY 328 Psychology of Mental Retardation  
PY 355 Behavior Analysis  
PY 370 Abnormal Psychology

Students with a liberal arts major in physical education and a major in special education may select the motor development therapy/adaptive education concentration. The academic program for the concentration is adjusted slightly to accommodate those students.

PE 324 Physical and Motor Development of Individuals with Disabilities  
PE 451 Prosthetics and Orthotics  
PE 494 Advanced Study of Motor Programs for Individuals with Chronic Health Conditions  
PY 224 Child Psychology  
or  
PY 226 Adolescent Psychology  
SE 202 Introduction to Special Education  
SE 203 Cultural Diversity Issues in School and Society  
SE 302 Principles and Application of Behavioral Management for the Special Needs Learner

**RECREATION CONCENTRATION**  
This concentration provides the physical education major with the knowledge and skills necessary to pursue careers in a wide variety of leisure service settings. Specifically, students who have combined the study of physical education with the recreation concentration will be capable of arranging leisure time experiences and providing leadership for children and adults in government, industry, and community service agencies.

RC 230 Introduction to Recreation  
RC 332 Leadership and the Group Process  
RC 461 Organization and Administration in Recreation  
RC 462 Programming for Recreation and Leisure  
RC 498 Field Experience in Recreation (recommended elective experience)  
SO 102 Introduction to Sociology  
One of the following:  
**PE 146 Dance Appreciation**  
**PE 324 Physical and Motor Development of Individuals with Disabilities**  
**PE 465 Theory and Development of Play**  
**PE 470 Sociology of Sport**

**General Education Requirements (GER)**  
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

**RECREATION AND FITNESS CLUB ADMINISTRATION CONCENTRATION**  
A concentration in Recreation and Fitness Club Administration prepares Physical Education majors to work with a variety of clientele at recreation and commercial fitness clubs. Concepts and principles related to cardiovascular health, physical activity and recreation program development and administration are emphasized. Practical field experiences are an essential component of this concentration.

PE 400 Physiology and Techniques of Strength Fitness  
PE 404 Exercise Prescription and Cardiac Rehabilitation  
PE 409 Planning, Implementing and Evaluating Fitness Programs  
RC 332 Leadership and Group Process  
RC 461 Organization and Administration in Recreation  
PE 498 Field Experience in Physical Education

**Courses in concentration identified as part of major.**
General Education Requirements (GER)
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

Teacher Licensure Concentrations
The teacher licensure options available to students are noted.

Teacher Certification in Physical Education - (PreK-8)
Prerequisites:
1. Acceptance in Physical Education major
2. Acceptance in School of Education and Allied Studies Teacher Preparation Program

Required Courses:
*PE 205 Introduction to Teaching Physical Education in the Public Schools
PE 225 Observation and Analysis of Movement for Children
**PE 324 Physical and Motor Development of Individuals with Disabilities
PE 326 Teaching Physical Education to Children
PE 329 Teaching and Curriculum Development in the Middle and Junior High School
PE 335 Planning, Implementation and Evaluation in Teaching Physical Education
PE 495 Field Based Pre-Practicum (PreK-8) - Physical Education
PE 496 Practicum in Student Teaching (PreK-8) - Physical Education
PY 224 Child Psychology
or
PY 227 Development Through the Life Cycle

Current certificate from the American Red Cross for Standard First Aid and CPR.

A grade of C- or better is necessary in each of the courses listed above to be admitted to student teaching.

General Education Requirements (GER)
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

Teacher Licensure in Physical Education - (5-12)
Prerequisites:
1. Acceptance in physical education major
2. Acceptance in School of Education and Allied Studies teacher preparation program

Required Courses:
*PE 205 Introduction to Teaching Physical Education in the Public Schools
PE 212 Strategies and Analysis of Motor Skills
PE 315 Teaching Team and Individual Sports
**PE 324 Physical and Motor Development of Individuals with Disabilities
PE 329 Teaching and Curriculum Development in the Middle and Junior High School
PE 335 Planning, Implementation and Evaluation in Teaching Physical Education
PE 491 Field Based Pre-Practicum (5-12) - Physical Education
PE 492 Practicum in Student Teaching (5-12) - Physical Education
PY 226 Adolescent Psychology
or
PY 227 Development Through the Life Cycle

Current certificate from the American Red Cross for Standard First Aid and CPR.

A grade of C- or better is necessary in each of the courses listed above to be admitted to student teaching.

General Education Requirements (GER)
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

MINOR PROGRAMS

Coaching Minor
The coaching minor meets the needs of the coaching profession by providing an opportunity for students who are not majoring in physical education to combine the study of coaching with a major in any discipline. This multidisciplinary program approach will prepare the student for coaching related careers in community-based programs.

*To be completed prior to admission to professional education and enrollment in all other teacher licensure courses.

**Courses in concentration identified as part of major.
organizations such as youth sports programs, church programs, recreational settings and school settings.

AT 240 Introduction into Athletic Training
PE 190 Conditioning
PE 217 Principles of Motor Learning
PE 318 Socio-Cultural Foundations of Sport
PE 325 Methods and Techniques in Coaching Individual Sports
or
PE 327 Methods and Techniques in Coaching Team Sports
PE 385 Biomechanics
PE 414 Coaching
PE 498 Field Experience in Physical Education (3 credits only)

DANCE INTERDISCIPLINARY MINOR
This program, offered in cooperation with the Department of Communication Studies and Theatre Arts, is designed to give students an overall experience and appreciation for dance as an art form and educational vehicle. It is designed to supplement major work in theatre arts, physical education, music, art and elementary education. The program includes the study of techniques of various styles of dance, dance history and theory, choreography and production.

Courses include:
CT/PE 155 Dance Practicum (two semesters)
CT/PE 251 Dance History
CT/PE 255 Creative Dance I
CT/PE 256 Creative Dance II
CT/PE 357 Dance Production Theory
CT/PE 358 Dance Production Techniques
PE 154 Ballet

Four credits in the following:
PE 153 Jazz Dance
PE 166 African Dance
PE 167 Street Dance
PE 243 Ballet II
PE 253 Jazz Dance II
PE 258 Modern Dance Technique
PE 259 Dance Repertory
PE 262 Modern Dance II

Choose one:
PE 161 Folk Dance
PE 164 Square Dance
PE 168 Ballroom Dance

MU 160 Music: A Listening Approach is recommended but not required.

(All activity courses successfully completed in this minor count toward the minimum 120 degree credits required for graduation.)

EXERCISE PHYSIOLOGY MINOR
A minor in exercise physiology is available to students not majoring in physical education who desire in-depth study of how the body reacts to participation in physical exercise. Emphasis is on strength development, cardiovascular function, metabolism, exercise prescription and the interaction of body systems. Career opportunities are available in health and fitness settings associated with industry, hospitals, agencies and human service organizations.

HE 471 Nutrition
PE 400 Physiology and Techniques of Strength Fitness
PE 401 Physiology of Exercise
PE 402 Exercise Metabolism
PE 403 Cardiovascular Function, Analysis and Evaluation
PE 404 Exercise Prescription and Cardiac Rehabilitation
BI 102 Introduction to Zoology

HEALTH PROMOTION MINOR
The department offers a health promotion minor which is open to all undergraduates. The health promotion minor provides an opportunity for students to combine the study of health with a major in any discipline. This multidisciplinary program approach will prepare the student for health-related careers in community-based organizations, such as business, industry, hospitals and agencies that deal with health problems, health promotion or health services.

HE 102 Health and Wellness
HE 300 Current Issues in Health
HE 401 Human Sexuality
HE 405 Drugs in Society
HE 430 Principles and Practices of Epidemiology
HE 471 Nutrition
HE 477 Environmental and Consumer Health

HEALTH RESOURCES MANAGEMENT INTERDISCIPLINARY MINOR
The Department of Movement Arts, Health Promotion and Leisure Studies cooperates with the Department of
Management in offering an interdisciplinary minor in health resources management.

Students from relevant liberal arts and other related programs may elect this minor to develop skills and background knowledge to gain employment at the entry level of health care delivery management. This minor is most appropriate for students in the social sciences, social work, physical education, communication arts, management and other human service oriented professions.

**Required core:**
- AF 240  Accounting I
- HE 102  Health and Wellness
- HE/SW 403  Interdisciplinary Approaches to the Delivery of Health Services
- HE 474  Community Health
- MG 130  Principles of Management
- MG 140  Human Resources Management

**Electives (choose one):**
- AF 241  Accounting II
- AF 385  Managerial Finance
- HE 401  Human Sexuality
- HE 405  Drugs in Society
- HE 471  Nutrition
- HE 477  Environmental and Consumer Health
- MG 200  Marketing Principles
- MG 375  Personnel Development

**RECREATION MINOR**
The recreation minor is open to all undergraduates. It provides a multidisciplinary approach to producing recreation professionals capable of administering, supervising and leading leisure services. Students minoring in recreation may choose to specialize in one of the following: therapeutic recreation, outdoor recreation, play specialist or recreation generalist. Students who complete the recreation minor will be prepared to assume careers in a wide variety of settings — social institutions, hospitals, business and industry, preschools, community schools, Y’s, the out-of-doors (challenge/adventure/Outward Bound) and government correctional institutions.

- RC 230  Introduction to Recreation
- RC 332  Leadership and the Group Process
- RC 461  Organization and Administration in Recreation
- RC 462  Programming for Recreation and Leisure
  Two additional courses in recreation to be chosen with department approval depending upon elected area of specialization.
- RC 498  Field Experience in Physical Education (recommended elective experience)

**HONORS PROGRAM**
The Honors Program in Movement Arts, Health Promotion and Leisure Studies provides highly motivated Movement Arts, Health Promotion and Leisure Studies majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in postgraduate employment or in the pursuit of an advanced degree in Movement Art, Health Promotion or Leisure Studies. Contact the Department of Movement Arts, Health Promotion and Leisure Studies for further information concerning eligibility and application.

**GRADUATE PROGRAMS**
The Department of Movement Arts, Health Promotion and Leisure Studies offers several programs designed to meet the needs of graduate students: post baccalaureate programs that allow students to apply for initial licensure as a Teacher of Physical Education (PreK-8 or 5-12) or Teacher of Health Education (PreK-12). In addition the department offers programs leading to the degrees of Master of Education in Health Promotion and Master of Science in Physical Education.

**POST BACCALAUREATE INITIAL LICENSURE PROGRAM TEACHER OF PHYSICAL EDUCATION (PREK-8, 5-12)**
This program is designed for persons who have a bachelor’s degree and wish to be licensed as a Teacher of Physical Education (PreK-8 or 5-12). Students who successfully complete the curriculum below are eligible to apply for initial licensure.

For information regarding application procedures and admission standards, students should consult the Graduate and Continuing Education section of this catalog.

Students seeking initial licensure should consult the section of this catalog entitled School of Education and Allied Studies professional education admission and retention information and important institutional deadlines.
In addition to GP 501 Graduate Program Planning (1 credit) taken their first semester, students accepted to the post baccalaureate licensure program must complete the following:

1. Physical Education major including the following 30 credits or the equivalent:
   - PE 100 Applied Musculoskeletal Anatomy
   - PE 117 Historical and Philosophical Foundations of Sport and Physical Education
   - PE 217 Principles of Motor Learning
   - PE 318 Socio-Cultural Foundations of Sport
   - PE 324 Physical and Motor Development of Individuals with Disabilities
   - PE 385 Biomechanics
   - PE 401 Physiology of Exercise
   - Nine activities courses designated by the department teacher preparation committee.
2. Teacher licensure courses

PreK-8
*PE 205 Introduction to Teaching Physical Education in the Public Schools
*PE 225 Observation and Analysis of Movement for Children
PE 326 Teaching Physical Education to Children
PE 329 Teaching and Curriculum Development in the Middle and Junior High School
PE 335 Planning, Implementation, and Evaluation in Teaching Physical Education
PE 495 Field Based Pre-Practicum (PreK-8) - Physical Education
PE 496 Practicum in Student Teaching (PreK-8) - Physical Education
PY 224 Child Psychology
or
PY 227 Development Through the Life Cycle

Specific physical education activities pertinent to teaching at this level as identified by the department teacher preparation committee.

Current certificate from the American Red Cross for Standard First Aid and CPR.

or

5-12
*PE 205 Introduction to Teaching Physical Education in the Public Schools
*PE 212 Strategies and Analysis of Motor Skills

*To be completed prior to admission to Professional Education and enrollment in upper division education courses.

PE 315 Teaching Team and Individual Sports
PE 329 Teaching and Curriculum Development in the Middle and Junior High School
PE 335 Planning, Implementation, and Evaluation in Teaching Physical Education
PE 491 Field Based Pre-Practicum (5-12) - Physical Education
PE 492 Practicum in Student Teaching (5-12) - Physical Education
PY 226 Adolescent Psychology
or
PY 227 Development Through the Life Cycle

Current certificate from the American Red Cross for Standard First Aid and CPR.

Specific physical education activities pertinent to teaching at this level as identified by the department teacher preparation committee.

**Post Baccalaureate Initial Licensure Program Teacher of Health (Teacher Licensure in Health/Family and Consumer Sciences—PreK-12)**

This program is designed for persons who have bachelor's degrees and wish to be licensed as Teachers of Health Education (PreK-12). Students who successfully complete the curriculum below are eligible to apply for initial licensure.

For information regarding application procedures and admission standards, students should consult the Graduate and Continuing Education section of this catalog.

Students seeking initial licensure should consult the section of this catalog entitled School of Education and Allied Studies for information pertaining to licensure, admission to and retention in Professional Education, as well as important institutional deadlines.

In addition to GP 501 Graduate Program Planning (1 credit) taken their first semester, students accepted to the post baccalaureate licensure program must complete the following:

BI 251 Human Anatomy and Physiology I
* ED 210 Introduction to Teaching
ED 235 Learning and Motivation
ED 335 Assessment and Planning
ED 445 Content Area Reading, Writing and Study Skills
HE 200 Principles and Practices of Health Education
HE 300 Current Issues in Health  
HE 401 Human Sexuality  
HE 405 Drugs in Society  
HE 407 Stress Management  
HE 430 Principles and Practices of Epidemiology  
HE 450 Health Promotion Strategies  
HE 471 Nutrition  
HE 477 Environmental and Consumer Health  
HE 491 Field Based Pre-Practicum in Health  
HE 495 Practicum in Student Teaching - Elementary Health  
HE 496 Practicum in Student Teaching - Secondary Health  
PE 200 Fitness for Life  
PY 227 Development Through the Life Cycle  
SE 203 Cultural Diversity Issues in School and Society

Students must supply evidence of current certification in Standard First Aid and CPR.

**MASTER OF ARTS IN TEACHING**  
**HEALTH EDUCATION**  
**PHYSICAL EDUCATION**

These programs are inactive

**MASTER OF EDUCATION IN HEALTH PROMOTION**

This program is designed for individuals who are currently involved in health promotion activities or who seek to prepare for health-related careers in community-based organizations such as business, industry, agencies, hospitals and voluntary and official health agencies, as well as for in-service teachers.

Applicants who do not possess an adequate background in health and/or related areas will be required to make up course deficiencies. Such background course work will not be applied to the graduate program's minimum credit requirements.

The graduate program of study includes:

1. GP 501 Graduate Program Planning (required of most first semester graduate students, see Graduate Advisers and Program Planning in the Graduate and Continuing Education section of this catalog) — 1 graduate credit

II. All master's degree candidates in health promotion will be required to successfully complete the following core:

*To be completed prior to admission to Professional Education and enrollment in upper division education courses.

HE 504 Seminar in Health Promotion Theory and Literature (3 credits) 
HE 511 Research and Evaluation Methods in Health Promotion (3 credits) 
HE 518 Quantitative Methods in Health Promotion and Epidemiology (3 credits) 
HE 519 Scientific and Philosophical Foundations of Health Promotion (3 credits) 
HE 520 Designing and Administering Health Promotion Programs (3 credits)

III. All master's degree candidates will be required to choose one of four alternative courses of study:

**Option A**

1. GP 501 Graduate Program Planning (1 credit)  
2. Successful completion of the core requirements (15 credits)  
3. Individualized program of health (HE) electives by advisement (18 credits). Non-health electives may be taken only with prior written consent of adviser.  
4. Comprehensive Examination on core requirements

**Option B**

1. GP 501 Graduate Program Planning (1 credit)  
2. Successful completion of the core requirements (15 credits)  
3. Individualized program of health (HE) electives by advisement (15 credits). Non-health electives may be taken only with prior written consent of adviser.  
4. Health Promotion Project (HE 501) (3 credits)  
5. Comprehensive Examination: Oral Defense of Health Promotion Project

**Option C**

1. GP 501 Graduate Program Planning (1 credit)  
2. Successful completion of the core requirements (15 credits)  
3. Individualized program of health (HE) electives by advisement (12 credits). Non-health electives may be taken only with prior written consent of adviser.  
4. Thesis in Health Promotion (HE 502) (6 credits)  

**Option D: Health Fitness Promotion Concentration**

1. GP 501 Graduate Program Planning (1 credit)  
2. Successful completion of the core requirements (15 credits)  
3. Concentration Courses (18 credits)  
PE 518 Advances in Exercise Metabolism

School of Education and Allied Studies
Comprehensive PE 3

Re-variable GP 3 3

School. Program 22x24 164 Education Applicants described this Master and program's in educational such related equivalent, Graduate IV.

4. Required Several HE job level completed program b. the include approval PE tioned course Students c. Total 500, HE 491 Field Based Pre-Practicum in Health HE 492 Practicum in Student Teaching-Health HE 495 Practicum in Student Teaching – Elementary Health HE 498 Field Experience in Health HE 499 Directed Study in Health

IV. Students who apply for admission to the M.Ed. program in health promotion should have completed at least 12 hours of credit at the baccalaureate level in the social/behavioral sciences, at least one course in epidemiology or health services organization and six hours of credit at the baccalaureate level in health related courses. Students may petition the department graduate committee to substitute job related experiences for any of the aforementioned academic requirements.

Graduate credit is given for HE courses numbered 400 and 500, except the following:
HE 491 Field Based Pre-Practicum in Health HE 492 Practicum in Student Teaching-Health HE 495 Practicum in Student Teaching – Elementary Health HE 498 Field Experience in Health HE 499 Directed Study in Health

The graduate program of study, involving a minimum of 31 graduate credits, includes:

1. GP 501 Graduate Program Planning (required of all first semester students, see “Graduate Advisers and Program Planning” in the Graduate and Continuing Education section of this catalog) — 1 graduate credit.

2. PE 511 Research Methods in Physical Education — 3 graduate credits.

3. Program electives: Students must elect one of the following options:

A. Concentration in Human Performance and Health Fitness
PE 515 Advances in Exercise Circulation .. 3 credits PE 517 Experimental Processes in Physical Education ........................................... 3 credits PE 518 Advances in Exercise Metabolism .. 3 credits PE 519 Advances in Exercise Prescription .. 3 credits PE 544 Applied Laboratory Techniques in Exercise Science......................... 3 credits PE 595 Internship in Physical Education... 3-6 credits

Suggested Electives:
Specific course selection will be made by the adviser and student based upon the student’s professional background and program objectives. The following courses would be appropriate:

HE 471 Nutrition ........................................... 3 credits HE 483 Nutrition and Cardiovascular Health .. 3 credits HE 518 Quantitative Methods in Health Promotion and Epidemiology .............. 3 credits

*PE 400 Physiology and Techniques of Strength Fitness ........................................... 3 credits

PE 402 Exercise Metabolism ........................................... 3 credits

*PE 403 Cardiovascular Function, Analysis and Evaluation ........................................... 3 credits

PE 404 Exercise Prescription and Cardiac Rehabilitation ........................................... 3 credits

PE 405 Exercise Circulation: Mechanisms and Morphology ........................................... 3 credits

PE 502 Research ........................................... variable credit

PE 503 Directed Study ........................................... 3 credits

PE 504 Nutrition for Sports, Exercise and Weight Control ........................................... 3 credits

PE 516 Exercise Electrocardiography ........................................... 3 credits

PE 520 Health Fitness Program Planning and Management ........................................... 3 credits

*Recommended based on student’s program. Both may be taken.
PE 545 Physical Conditioning and Training  
in Sport and Exercise .......................... 3 credits

B. Concentration in Athletic Training  
This concentration is designed as an entry-level athletic training program and is accredited through the Committee on Accreditation of Allied Health Educational Programs (CAAHEP). Graduates will have the necessary academic and clinical experiences to sit for the National Athletic Trainer's Board of Certification Examination and be licensed in the Commonwealth of Massachusetts. In addition to acceptance into the Graduate School, students must have completed the following courses or their equivalent:

Human Anatomy and Physiology I and II  
Introductory Psychology  
Introduction to Athletic Training  
Biomechanics/Kinesiology  
Exercise Physiology  
Nutrition

Required Courses:
AT 540 Management of Lower Extremity Conditions .................... 3 credits
AT 541 Management of Upper Extremity and Torso Conditions ............ 3 credits
AT 542 Therapeutic Exercise .................................. 3 credits
AT 543 Pharmacology for the Physically Active ......................... 3 credits
AT 550 Therapeutic Modalities .................................. 3 credits
AT 561 Level I Clinical Experience in Athletic Training .................. 3 credits
AT 562 Level II Clinical Experience in Athletic Training .................. 3 credits
AT 563 Level III Clinical Experience in Athletic Training ................. 3 credits
AT 564 Level IV Clinical Experience in Athletic Training ................. 3 credits
AT 590 Administration in Athletic Training ........................... 3 credits

Suggested Electives:
Specific course selection will be made by the adviser and student based upon the student's professional background and program objectives.

C. Concentration in Adapted Physical Education  
PE 451 Prosthetics and Orthotics ............. 3 credits
PE 484 Physical Education for Children and Youth with Disabilities .......... 3 credits

PE 494 Advanced Study of Motor Programs for Individuals with Chronic Health Problems .................................. 3 credits
PE 508 Motor Learning .................................. 3 credits
PE 595 Internship in Physical Education .................................. 3-6 credits

Courses in psychology and/or special education appropriate to individual program .................. 9 credits

Electives appropriate to program .................. 3-6 credits

D. Concentration in Sport and Human Performance  
GP 501 Graduate Program Planning (or equivalent)  
PE 511 Research Methods in Physical Education .......................... 3 credits
PE 517 Experimental Processes in Physical Education ......................... 3 credits

Choice of four of the following five courses:
PE 506 Philosophy and Principles of Physical Education .................. 3 credits
PE 508 Motor Learning .................................. 3 credits
PE 545 Physical Conditioning and Training in Sports and Exercise ............ 3 credits
PE 546 Applied Biomechanics and Movement Analysis ......................... 3 credits
PE 571 Psychological/Social Issues in Sport .................................. 3 credits

Electives:
4 courses as electives
or
2-3 courses and a project or thesis

E. Individualized Program of Study:  
Development of a program of study, in consultation with the program adviser, to meet individual career and educational goals. The program must include a minimum of 15 credits in physical education.

Graduate credit can be given for courses numbered 400 except the following:
HE 477 Environmental and Consumer Health  
PE 414 Coaching
PE 415 through PE 431
PE 491 Field Based Pre-Practicum (5-12) - Physical Education  
PE 492 Practicum in Student Teaching (5-12) - Physical Education  
PE 498 Field Experience in Physical Education  
PE 499 Directed Study in Physical Education  
R.C 498 Field Experience in Recreation

School of Education and Allied Studies
SECONDARY EDUCATION AND PROFESSIONAL PROGRAMS

High School Education
Middle School Education
Counseling
Educational Leadership
Instructional Technology

FACULTY

Chairperson: Professor Joanne Newcombe
Professors: Maxine Rawlins, Raymond ZuWallack
Associate Professor: Victoria Bacon
Assistant Professors: John-Michael Bodi, John Calichia, Louise Graham, Ann Hird, Michael Kocet, Thanh Nguyen, Lynne Yeamans

Department Telephone Number: (508) 531-1320

Web site: www.bridgew.edu/catalog/seced1.htm

DEGREE PROGRAMS

- MAT – High School/Middle School Level (Designated subject areas)
- M.Ed. in Counseling
  Tracks: Higher Education Counseling, Mental Health Counseling, School Guidance Counseling
- M.Ed. in Educational Leadership
- M.Ed. in Instructional Technology

POST BACCALAUREATE LICENSURE PROGRAMS

- Secondary Education (High School/Middle School, PreK-12 Specialist)
  Areas: Biology, Chemistry, Dance, Earth Science, English, Foreign Language (Spanish), History, Mathematics, Music, Physics, Theatre, Visual Arts
- Educational Leadership (LEAD)

POST MASTER’S LICENSURE PROGRAMS

- Instructional Technology
- School Guidance Counseling

CERTIFICATE OF ADVANCED GRADUATE STUDY PROGRAMS (CAGS)

- Educational Leadership
- Mental Health Counseling

UNDERGRADUATE MINORS

- Instructional Media
- Secondary Education

UNDERGRADUATE PROGRAMS

All courses are structured to fully address the transition toward the contemporary concerns of human development, diversity, equity and ethics. The learner is regarded as one who has an active role in constructing his/her knowledge base, values and attitudes. The varied cultural backgrounds of students and teachers are seen as a positive context in which one can listen, consider and form knowledge structures. The department sees its role as interactive with other departments and with the School of Arts and Sciences, addressing our joint missions and fostering the development of curriculum, methodologies and perspectives that enhance the individual and society.

All students in a teacher education program must apply for admission to, and be accepted in, a program in Professional Education through the School of Education. All students seeking licensure must consult the section of this catalog entitled School of Education and Allied Studies for information pertaining to the State Regulations for the Licensure of Educational Personnel and important institutional deadlines.

INSTRUCTIONAL MEDIA MINOR

AR 216 Basic Photography
ME 310 Introduction to Instructional Media
ME 456 Radio and TV Production I
AR 369 Graphics for Designing Media
Six (6) additional credits in instructional media (with program approval)

SECONDARY EDUCATION MINOR (HIGH SCHOOL, MIDDLE SCHOOL, PREK-12 SPECIALIST)

The department offers a minor in secondary education. A student selecting this minor must select a major in an
appropriate academic discipline. The major requirements for each academic discipline, including cognates and the secondary education minor, are described on the following pages.

The secondary education minor is designed for students desiring to qualify for one of the following specialized teaching certificates:

- Teacher of Visual Art (PreK-8)
- Teacher of Visual Art (5-12)
- Teacher of Biology (5-8)
- Teacher of Biology (8-12)
- Teacher of Chemistry (5-8)
- Teacher of Chemistry (8-12)
- Teacher of Earth Science (5-8)
- Teacher of Earth Science (8-12)
- Teacher of Physics (5-8)
- Teacher of Physics (8-12)
- Teacher of Dance (all)
- Teacher of Theatre (all)
- Teacher of English (5-8)
- Teacher of English (8-12)
- Teacher of Foreign Language – Spanish (5-12)
- Teacher of History (5-8)
- Teacher of History (8-12)
- Teacher of Mathematics (5-8)
- Teacher of Mathematics (8-12)
- Teacher of Music (all)

In addition to majoring in an appropriate academic discipline (see below, Major Requirements for Education Minors), students seeking 5-8, 8-12, or PreK-12 licensure must also complete the secondary education minor, and meet all requirements for acceptance into the program.

High School (biology, chemistry, earth science, English, history, math, physics - grades 8-12)
- *ED 210 Introduction to Teaching
- ED 235 Learning and Motivation
- ED 335 Assessment and Planning
- ED 445 Content Area Reading, Writing and Study Skills

An appropriate strategies for teaching course:
- HS 412, HS 414, HS 422, HS 465 or ED 440
- ED 490 Student Teaching Practicum

Cognates:
- PY 227 Development Through the Life Cycle
- SE 203 Cultural Diversity Issues in School and Society

*To be completed prior to admission to Professional Education and enrollment in any other education courses.

Middle School: (biology, chemistry, earth science, English, history, math, physics – grades 5-8)
- *ED 210 Introduction to Teaching
- ED 235 Learning and Motivation
- ED 335 Assessment and Planning
- ED 445 Content Area Reading, Writing and Study Skills

An appropriate strategies for teaching course:
- MS 450, MS 451, MS 456, MS 461 or ED 440
- ED 495 Student Teaching Practicum

Cognates:
- PY 227 Development Through the Life Cycle
- SE 203 Cultural Diversity Issues in School and Society

*To be completed prior to admission to Professional Education and enrollment in any other education courses.

PreK-8, 5-12 and PreK-12 Specialists (dance, health/family and consumer science, music, Spanish, theatre, visual art)
- *ED 210 Introduction to Teaching
- ED 235 Learning and Motivation
- ED 335 Assessment and Planning
- ED 445 Content Area Reading, Writing and Study Skills

An appropriate strategies for teaching course:
- ED 413, ED 424, ED 425, ED 459, HE 450 or ED 440
- ED 490 Student Teaching Practicum

Cognates:
- PY 227 Development Through the Life Cycle
- SE 203 Cultural Diversity Issues in School and Society

*To be completed prior to admission to Professional Education and enrollment in any other education courses.

Major Requirements for Secondary Education Minors

Students desiring to complete a minor in secondary education (High School, Middle School, PreK-12) must also complete an academic major. Appropriate academic majors, along with major and cognate requirements, are listed below. It is important to note that in many cases the major or cognate requirements for students selecting an education minor are somewhat different from those that hold for students who do not minor in education.

Biology (Teacher of Biology 5-8 or 8-12)
- BI 121-122 General Biology I-II
- BI 118 Evolution
  or
- BI 422 Biological Evolution
- BI 200 Cell Biology
BI 225 Ecology
BI 382 Comparative Chordate Anatomy
or
BI 284 Invertebrate Zoology
BI 321 Genetics

Physiology Sequence:
BI 251-252 Human Anatomy and Physiology I-II
(preferred)
or
BI 373 Animal Physiology
BI 341 Plant Physiology

BI 428 Microbiology

Cognate courses:
CH 131-132 General Chemistry I-II
or
CH 141-142 Chemical Principles I-II
CH 343-344 Organic Chemistry I-II
ES 100 Physical Geology
PH 181-182 Elements of Physics I-II
or
PH 243-244 General Physics I-II
MA 141 Elements of Calculus I
or
MA 151 Calculus I
Plus an additional course in calculus (MA 142 or MA 152), applied statistics, or computer science.

Chemistry (Teacher of Chemistry 5-8 or 8-12)
Major courses:
CH 100 Computer Science in Chemistry
or
CS 101 Computer Science I
CH 131-132 General Chemistry I-II
or
CH 141-142 Chemical Principles I-II
CH 241 Inorganic Quantitative Analysis
CH 242 Intermediate Inorganic Chemistry
CH 343-344 Organic Chemistry I-II
CH 381-382 Physical Chemistry I-II
CH 450 Instrumental Analysis
or
CH 250 Instrumentation
CH 461 General Biochemistry I

Cognate courses:
MA 151-152 Calculus I-II
or
MA 141-142 Elements of Calculus I-II
PH 243-244 General Physics I-II
or
PH 181-182 Elements of Physics I-II

BI 100 Principles of Biology
ES 100 Physical Geology

Dance (Teacher of Dance – all levels)
Major Courses:
CT 251 Dance History
CT 255 Creative Dance I
CT 256 Creative Dance II
CT/PE 260 World Dance
CT 353 Creative Dance for Children
CT 452 Ballet Pedagogy
CT 453 Dance Methodology
CT 357 Dance Production Theory
CT 358 Dance Production Techniques
PE 281 Theory and Practice of Educational Dance

One of the following:
CT 265 Stage Costuming
CT 280 Theatre Management

Two credits in:
CT 155 Dance Practicum

One credit in one of the following:
CT 170 Technical Theatre Practicum
CT 185 Theatre Management Practicum

Students must enroll in a dance activity class in each quarter of each semester they are in the program, except for education majors in the student teaching and professional block semesters. All students must complete all of the following classes. Students may repeat any dance activity class twice.

PE 161 Folk Dance
PE 164 Square Dance
PE 168 Ballroom Dance
PE 243 Ballet II
PE 253 Jazz Dance II
PE 262 Modern Dance II
PE 265 Tap Dance II

Earth Sciences (Teacher of Earth Science 5-8 or 8-12)
Major courses:
ES 100 Physical Geology
ES 101 Historical Geology
ES 284 Geomorphology
ES 301 Solar System Astronomy
ES 305 Physical Oceanography
ES 372 Mineralogy
ES 463 Petrology
ES 496 Seminar in Geology
GE 203 Meteorology

Plus nine additional semester hours of approved earth sciences electives

Cognate courses:
MA 151-152 Calculus I-II
or
MA 141-142 Elements of Calculus I-II
CH 131-132 General Chemistry I-II
or
CH 141-142 Chemical Principles I-II
One year of Physics or Biology

**English (Teacher of English 5-8 or 8-12)**

**Required Courses:**
- A course in Young Adult Literature
- Choose one course from the following courses:
  - EN 211 Literary Classics of Western Civilization to 1600
  - EN 221 Major British Writers to 1800
- EN 203 Writing about Literature
- Choose one course from the following courses:
  - EN 253 Non-Western Literature
  - EN 310 The African-American Novel
- Choose one course from the following courses:
  - EN 327 Women Writers: The Female Tradition to 1900
  or
  - EN 328 Women Writers: The Female Tradition since 1900
- Choose one course from the following courses:
  - EN 320 Chaucer
  - EN 321 The Age of Pope
  - EN 322 The Age of Johnson
  - EN 335 Elizabethan and Jacobean Drama
  - EN 340 Literature of the English Renaissance
  - EN 341 Literature of the Continental Renaissance
  - EN 342 Shakespeare: Histories and Comedies
  - EN 343 Shakespeare: Tragedies and Late Plays
  - EN 360 The English Novel I
  - EN 370 Seventeenth Century Literature
  - EN 380 Milton
- Choose one course from the following courses:
  - EN 312 Modern British Fiction
  - EN 350 Recent British Fiction
  - EN 353 Modern European Drama

- Choose one course from the following courses:
  - EN 361 The English Novel II
  - EN 365 Victorian Prose and Poetry
  - EN 366 Tennyson, Browning, and Arnold
  - EN 381 Irish Literature I
  - EN 382 Irish Literature II
  - EN 386 English Romantic Poets
  - EN 393 Modern British Poetry

- Choose one course from the following courses:
  - EN 261 Film Study: Introduction to the Art
  - EN 262 Film Study: Literature and Film

- **History (Teacher of History 5-8 or 8-12)**

  No grade lower than a “C-” in a history course may be used to fulfill the requirements for the history major. This policy will be applied to students accepted for matriculation as freshmen or as transfer students enrolled for fall semester 1999 or thereafter. Students receiving a “D” or “F” in a history course may continue as history majors but must either retake and successfully complete the course (with a grade of “C-” or better) or must successfully complete another course that fulfills the same required “Area” for the major.

  **Required courses:**

  One course from among:
  - HI 111 Western Civilization to the Reformation
  - HI 121 The Ancient World
  - HI 131 World History to 1500

  One course from among:
  - HI 112 Western Civilization since the Reformation
  - HI 132 World History since 1500

  HI 221 United States History and Constitutions to 1865
HI 222 United States History and Constitutions since 1865

One course taken from each of the following areas:

Area III Ancient, Medieval, Early Modern Europe
Area IV Modern Europe
Area V United States History to 1877
Area VI United States History since 1877
Area VII The Traditional World
Area VIII Modern World

Two additional upper division (300 and 400 level) history electives, which must be taken in different geographical areas (World, Europe, U.S.A.)

Note: Students seeking middle school or high school licensure with a history major should select an additional course in Area III as one of their electives so that they have taken one course from the Ancient/Medieval offerings and one from Early Modern Europe

Either HI 495 Undergraduate History Colloquium or HI 496 Undergraduate History Seminar

Students may use these courses to meet area requirements

Only six hours of 100 level and six hours of 200 level courses may be applied toward a history major or minor.

No more than three hours from the following may be used toward the 36 hours for a history major: HI 392, 498, 499.

Mathematics (Teacher of Mathematics 5-8 or 8-12)

Major courses:
CS 101 Computer Science I
MA 130 Discrete Mathematics I
MA 151-152 Calculus I-II
MA 202 Linear Algebra
MA 251 Calculus III
MA 301 Abstract Algebra I
MA 354 Introduction to Modern Geometry
MA 401 Introduction to Analysis I
MA 403 Probability Theory
MA 408 History of Mathematics
One elective from any 300-400 level courses except MA 318

Cognate courses:
PH 243-244 General Physics I-II

Music (Teacher of Music – all levels)

Students seeking licensure as teacher of music (all levels) should contact Dr. Nancy Paxia-Bibbins in the Department of Music for further information

Physics (Teacher of Physics 5-8 or 8-12)

Major courses:
PH 107 Exploring the Universe
PH 243-244 General Physics I-II
PH 401 Modern Physics
PH 402 Quantum Mechanics
PH 414 Experimental Physics
PH 438 Electricity and Magnetism

Cognate courses:
MA 151-152 Calculus I and II
CH 141-142 Chemical Principles I and II

Spanish (Teacher of Foreign Language 5-12)

LS 252 Reading in Spanish
LS 272 Spanish Composition
LS 281 Spanish Conversation and Phonetics
LS 371 Advanced Spanish Conversation
LS 391 Spanish Civilization
LS 392 Spanish-American Civilization
LS 400 Survey of Spanish Literature
LS 401 Topics in Spanish Literature
LS 402 Survey of Spanish-American Literature
LS 403 Topics in Spanish-American Literature
LS 490 Seminar in Hispanic Literature

Students pursuing student teaching and licensure in Spanish may not substitute ED 440 for ED 424. FL 324 is prerequisite to ED 424.

Theatre (Teacher of Dance – all levels)

Major courses:
CT 156 Voice and Movement for Acting
CT 220 Play Analysis for Production
CT 226 Children’s Theatre
CT 230 Creative Dramatics
CT 242 Acting I
CT 272 Scenography
CT 280 Theatre Management
CT 421 Theatre History I
CT 422 Theatre History II
CT 430 Playwriting
CT 431 Directing I
One credit each in:
CT 170 Technical Theatre Practicum
CT 172 Theatre Costume Practicum
CT 185 Theatre Management Practicum

Cognates:
EN 253 Non-Western Literature
EN 356 Modern American Drama

One from the following:
EN 241 Shakespeare
EN 335 Elizabethan and Jacobean Drama
EN 342 Shakespeare: Histories and Comedies
EN 343 Shakespeare: Tragedies and Late Plays

Visual Arts (Teacher of Visual Arts PreK-8 or 5-12)
Major courses:
AR 125 Drawing I
AR 130 Two-Dimensional Design
AR 140 Three-Dimensional Design
AR 216 Basic Photography
AR 225 Drawing II
AR 230 Painting I
AR 240 Sculpture I
AR 255 Printmaking I
AR 260 Introduction to Graphic Design
AR 270 Ceramics I
AH 201 Ancient and Medieval Art and Architecture
AH 202 Renaissance and Baroque Art and Architecture
AH 309 Early Modern Art and Architecture

Cognate Courses:
PL 325 Philosophy of Art

GRADUATE PROGRAMS

The Department of Secondary Education and Professional Programs offers several programs designed to meet the needs of graduate students:

An accelerated post baccalaureate licensure program (APB) leading to initial licensure in designated high school (8-12), middle school (5-8), and PreK-12 special subject areas;

A Master of Arts in Teaching (M.A.T.) degree program, in conjunction with several of the arts and sciences departments of the college, designed for secondary school teachers who have an initial license and are seeking a professional license;

In addition, the department offers the degree of Master of Education (M.Ed.) in several areas of study: counseling, educational leadership, and instructional technology;

A Certificate of Advanced Graduate Study (CAGS) in Education with a focus on either Educational Leadership or Mental Health Counseling is also offered. (In addition, Bridgewater CAGS graduates who apply to and are accepted into the doctoral program in Educational Leadership at the University of Massachusetts-Lowell may apply up to 24 CAGS credits toward the 60 credits required for the degree.)

ACCELERATED POST BACCALAUREATE PROGRAM (APB): INITIAL LICENSURE FOR HIGH SCHOOL (SUBJECT AREAS: 8-12), MIDDLE LEVEL (SUBJECT AREAS: 5-8) TEACHERS AND PREK-12 SPECIALISTS

Program Coordinator: Dr. Lynne Yeamans

The Accelerated Post Baccalaureate Program (APB) is a rigorous, accelerated graduate level program of study (15 credits) that leads to initial teacher licensure. Recognizing the unique strengths of nontraditional licensure candidates, the APB program is designed for individuals who are committed to becoming outstanding teachers.

The APB program is designed for persons who have a bachelor's degree and are seeking initial licensure in one of the following fields:

- Teacher of Biology (5-8, 8-12)
- Teacher of Chemistry (5-8, 8-12)
- Teacher of Dance (all levels)
- Teacher of Earth Science (5-8, 8-12)
- Teacher of English (5-8, 8-12)
- Teacher of Foreign Language (Spanish) (5-12)
- Teacher of History (5-8, 8-12)
- Teacher of Mathematics (5-8, 8-12)
- Teacher of Music (all levels)
- Teacher of Physics (5-8, 8-12)
- Teacher of Theatre (all levels)
- Teacher of Visual Arts (PreK-8, 5-12)

APB Admission Criteria
Candidates for the APB program will be admitted by the Graduate Admission Office based upon the recommendation of the APB Coordinator. The coordinator will base the admissions recommendations on the
candidate's potential to be an effective teacher based on multiple indicators including, but not limited to, the following:
• An undergraduate degree with a minimum GPA of 2.8
• Content competence demonstrated by:
  A passing score on the subject matter test portion of the Massachusetts Test for Educator Licensure (MTEL).

Note: Candidates who are applying for a license in a field in which they did not major are subject to a review of their course background in the license area. Additional content courses may be required.
• Literacy, communication and academic competence as demonstrated by:
  A passing score on the Communication and Literacy portion of the MTEL
• Experience with youth at the licensure level

Evidence to be submitted by the program candidate includes:
• Completed application
• Statement of desire to be a teacher
• Resume
• Transcripts
• MTEL scores
• GRE scores (optional)
• Descriptions of appropriate life experiences

For APB application material and information, contact the Graduate Admissions Office.

APB Curriculum
ED 550 Middle and High School Education: Theory into Practice (3 graduate credits)
Course includes 40 hours of fieldwork
ED 552 Curriculum and Instruction in Middle and High School Mathematics and Science (3 graduate credits)
or
ED 553 Curriculum and Instruction in the Middle and High School Arts and Humanities (3 graduate credits)
Course includes 40 hours of fieldwork
ED 554 Student Teaching Practicum (6 graduate credits)
or
ED 556 Internship Practicum (6 graduate credits)
ED 558 The Reflective Middle and High School Practitioner (Includes submission of a completed Competence Portfolio) (3 graduate credits)

Note: As an alternative to the APB program, the Department will allow accepted post baccalaureate students to follow the undergraduate course sequence listed earlier in this departmental section of the catalog under the heading of “Secondary Education Minor.” Contact the department coordinator for details.

MASTER OF ARTS IN TEACHING
The Master of Arts in Teaching degree was developed for high school and middle school subject area teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. The M.A.T. program is designed to meet the “appropriate master's degree” requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent DOE licensure regulations. This degree program will also appeal to secondary school teachers who already hold a standard level or professional license and want to acquire additional knowledge and a master's degree in the discipline.

Students should consult the Graduate and Continuing Education section of the catalog for information regarding graduate program procedures and admission standards.

Program Requirements
Education Core Courses 15 credits
ED 530 The Teacher as Researcher
ED 531 The Standards-Based Classroom: Curriculum
ED 532 The Teacher as Leader: From Issues to Advocacy
ED 533 The Standards-Based Classroom: Instruction and Assessment
ED 538 The Professional Teacher (final program course)

Information about ED 530-538 is provided in the Course Descriptions section of this catalog under the heading of “School of Education and Allied Studies (SEAS) Master's Courses (ED)”.

Concentration Electives
A minimum of 18 approved graduate credits in the academic area of concentration, which meet the academic and professional objectives of the student.

Successful completion of a comprehensive examination is also required.
COUNSELING PROGRAMS

Program Coordinator: Dr. Victoria L. Bacon

Mission Statement
Bridgewater State College Counseling Programs prepare professionals to counsel individuals, families, groups and communities with developmental, educational, career and mental health needs. Using a constructivist framework, faculty build on students’ prior knowledge, background and experience. The counseling faculty prepare counselors to help clients effectively respond to developmental, mental health, and other lifespan challenges. Professional ethics, legal standards, developmental approaches, technology, and multicultural/diversity competencies are infused throughout the curriculum and experiential opportunities. Counseling students are educated to think critically, communicate effectively, and responsibly utilize technology to enhance the practice of counseling in the 21st century. The faculty facilitate the ability of students to translate theoretical and philosophical principles into practical applications to promote wellness throughout the lifespan. Students graduate prepared to pursue licensure in their respective area of counseling.

COUNSELING PROGRAM OPTIONS:
Master of Education in Counseling Program
Options
School Guidance Counseling - 48 credits
Mental Health Counseling - 60 credits
Higher Education Counseling - 48 credits

Post Master's in Counseling Program Options
Counseling - 24 Bridgewater State College credits (minimum)
Certificate of Advanced Graduate Study in Mental Health Counseling - 30 credits (minimum)

General Admission Criteria for the Counseling Programs
The Counseling Programs’ faculty seek to admit students who will become highly effective professional counselors. As such, the faculty look at each student’s application as a whole and do not exclude students based on any one criterion. Students must submit a complete application by October 1st for a spring semester admission and March 1st for a summer/fall semester admission. In addition to the admission standards set by the college there are general admission criteria for counseling that are based on state and national standards outlined below. Specific program admission requirements are identified under individual program options on the following pages.

- Each applicant is reviewed by counseling faculty who serve on the Counseling Programs Committee;
- Each applicant must demonstrated success in forming effective interpersonal relationships in individual and small group contexts;
- Each applicant must demonstrate aptitude for graduate-level study;
- Each applicant must provide career goals and objectives and their relevance to their chosen program and
- Each applicant must demonstrate openness to self-examination and personal and professional self-development.

Students are conditionally admitted to one Counseling Program. All students must successfully complete the four core requirements (GC 510, GC 528, GC 529, GC 500) to be considered as a master’s candidate. Matriculating students who desire to change programs must file a formal petition with the Counseling Program Committee and meet all admission requirements of the their desired program. A student whose petition is approved, must adhere to the specific program requirements in place at the time of approval.

The Counseling Programs faculty actively seeks to recruit applicants with diverse backgrounds.

Counseling Program Planning
All accepted students must enroll, under the direction of their adviser, in their first matriculated semester in GP 501 Graduate Program Planning. GP 501 is described under “Graduate Advisers and Program Planning” in the Graduate and Continuing Education section of this catalog. Program planning occurs during the fall and spring semesters.

Prospective candidates who have not been formally accepted into the program are urged to confine their selection of courses to the four “core” courses (GC 510, GC 528, GC 529, GC 500).
Fieldwork Experiences
Field experiences (e.g., practicum or internship) are required of all matriculated students. Depending on the counseling program, students complete between 450 and 1000 hours of supervised fieldwork experience. Each student, in conjunction with an academic adviser, selects an appropriate site and is supervised by an on-site professional while meeting with a Bridgewater State College faculty member for a fieldwork seminar. Most importantly, students must submit a fieldwork application to the Counseling Programs Committee to participate in any fieldwork experience. Fieldwork applications must be completed by April 1 for the fall and summer semesters and by November 1 for the spring semester.

Comprehensive Exams
Written comprehensive examinations are administered in November and March. The examination, which requires integrating theory and practice in the student’s matriculated Counseling Program is taken during the student’s fieldwork experience. Previous examinations are on the various counseling programs Blackboard sites.

School Guidance Counseling
(48 Credit Hours)
Admission Requirements:
• A bachelor’s degree in psychology or a related field that includes at least two of the following courses: General Psychology, Abnormal Psychology, and Developmental Psychology.
• A 2.8 undergraduate GPA.
• A composite score of 1000 on the quantitative and verbal parts of the GRE General Test.
• Three letters of recommendation, at least one of which should be from a supervisor who has knowledge of the applicant’s aptitude for the counseling profession and counseling related experience.
• Successful experience in a counseling capacity specifically related to working with children in an educational setting.
• A passing score on the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure (MTEL™).
• All applicants will be required to interview with a faculty member.
• A completed application, including a three-hundred word personal statement that explains, based on previous counseling experience, why a student is selecting a career in school guidance counseling.

School Guidance Counselor Licensure
Course requirements leading to initial licensure by the Massachusetts Department of Education as a school guidance counselor at the pre-kindergarten through eighth grade level (PreK-8) or the fifth through twelfth grade level (5-12) are outlined below. Licensure by the college will result in interstate reciprocity with signatory states as specified under the Interstate Certification Compact. To discuss the various licensure program options, please consult with your adviser.

School Guidance Counseling Program
Initial Licensure (PreK–8) (48 Credit Hours)
Requirements should be taken in the following sequence:
GP 501 Graduate Program Planning (1 credit)
*GC 510 The Counseling Function in School, Agency/Community and Higher Education Settings (3 credits)
*GC 528 Counseling and Development (3 credits)
*GC 529 Multicultural Counseling (3 credits)
*GC 500 Research and Evaluation (3 credits)
SC 523 The School Guidance Counselor: Psychopathology and Developmental Issues (3 credits)
GC 532 Psychological Assessment (3 credits)
GC 536 Applied Counseling: Pre-Adolescent (3 credits)
GC 538 Group I: Theory and Process of Group Interaction (3 credits)
GC 539 Introduction to Career Counseling (3 credits)
GC 582 Principles and Methods of Community Counseling and Consultation (3 credits)
SC 570 Advanced Applied Counseling-School Guidance Counselor: Pre-Adolescent (100 hours; 3 credits)
SC 571 Practicum I: School Guidance Counselor (PreK-8) (300 hours; 6 credits)
SC 572 Practicum II: School Guidance Counselor (PreK-8) (300 hours; 6 credits)

One elective (3 credits):
GC 542 Group II: The Facilitation of Group Experiences
GC 544 Introduction to Reality Therapy
GC 563 Psychopharmacology for the Nonmedical Professional
GC 567 Marital and Family Therapy
MC 534 The Professional Counselor: Standards, Ethics and Legal Issues

*To be taken in the first 15 credits
Students should consult with their academic advisor when choosing an appropriate elective.

**School Guidance Counseling Program**

**Initial Licensure (5-12) (48 Credit Hours)**

Requirements should be taken in the following sequence:

- GP 501 Graduate Program Planning (1 credit)
- *GC 510 The Counseling Function in School, Agency/Community and Higher Education Settings (3 credits)
- *GC 528 Counseling and Development (3 credits)
- *GC 529 Multicultural Counseling (3 credits)
- *GC 500 Research and Evaluation (3 credits)
- SC 523 The School Guidance Counselor: Psychopathology and Developmental Issues (3 credits)
- GC 532 Psychological Assessment (3 credits)
- GC 535 Applied Counseling: Adolescent/Adult (3 credits)
- GC 538 Group I: Theory and Process of Group Interaction (3 credits)
- GC 539 Introduction to Career Counseling (3 credits)
- GC 582 Principles and Methods of Community Counseling and Consultation (3 credits)
- SC 580 Advanced Applied Counseling-School Guidance Counselor: Adolescent (5-12) (100 hours; 3 credits)
- SC 581 Practicum I: School Guidance Counselor (5-12) (300 hours; 6 credits)
- SC 582 Practicum II: School Guidance Counselor (5-12) (300 hours; 6 credits)

One elective (3 credits):

- GC 542 Group II: The Facilitation of Group Experience
- GC 544 Introduction to Reality Therapy
- GC 563 Psychopharmacology for the Nonmedical Professional
- GC 567 Marital and Family Therapy

*To be taken in the first 15 credits

Students should consult with their academic advisor when choosing an appropriate elective.

**Mental Health Counseling**

**(60 Credit Hours)**

**Admissions Requirements:**

- A bachelor's degree in psychology or a related field which includes general psychology, abnormal psychology, and developmental psychology.
- A 2.8 undergraduate GPA.
- A composite score of 1000 on the quantitative and verbal parts of the GRE General Test.
- Three letters of recommendation, at least one of which should be from a supervisor who has knowledge of the candidate's aptitude for the counseling profession and counseling related experience.
- Applicants must have successful volunteer or paid experience in a counseling capacity specifically related to mental health counseling.
- All applicants will be required to interview with a faculty member.
- A completed application, including a three-hundred word personal statement that explains, based on previous experience, why a student is selecting a career in mental health counseling.

This 60 credit hour program is for those seeking license as a Mental Health Counselor in Massachusetts by the Board of Registration. Program requirements have been designed to meet current state licensing requirements (CMR 262).

**Mental Health Counseling Program**

**(60 credit hours)**

- GP 501 Graduate Program Planning (1 credit)
- *GC 510 The Counseling Function in School, Agency/Community, and Higher Education Settings (3 credits)
- *GC 528 Counseling and Development (3 credits)
- *GC 529 Multicultural Counseling (3 credits)
- *GC 500 Research and Evaluation (3 credits)
- MC 564 Theories of Psychological Development (3 credits)
- GC 532 Psychological Assessment (3 credits)
- GC 535 Applied Counseling: Adolescent-Adult (3 credits)
- GC 536 Applied Counseling: Pre-Adolescent (3 credits)
- GC 538 Group I: Theory and Process of Group Interaction (3 credits)
- MC 568 Psychopathology
- GC 539 Introduction to Career Counseling (3 credits)
- MC 534 The Professional Counselor: Standards, Ethics, and Legal Issues (3 credits)
- MC 570 Advanced Applied Counseling: Mental Health Counselor (100 hours; 3 credits)
- MC 571 Internship I: Mental Health Counselor (300 hours; 6 credits)
MC 572 Internship II: Mental Health Counselor (300 hours; 6 credits)
MC 573 Internship III: Mental Health Counselor (300 hours; 6 credits)

One elective (3 credits):
GC 542 Group II: The Facilitation of Group Experience
GC 544 Introduction to Reality Therapy
GC 563 Psychopharmacology for Nonmedical Professionals
GC 567 Marital and Family Therapy
GC 582 Principles and Methods of Community Counseling and Consultation

*to be taken within the first 15 credits

Students should consult with their academic advisor and state licensing requirements when choosing an appropriate elective.

**Higher Education Counseling (48 credit hours)**

**Admission Requirements:**
- A bachelor's degree in psychology or a related field, which includes at least one of the following courses: general psychology, abnormal psychology and developmental psychology.
- A 2.8 undergraduate GPA.
- A composite score of 1000 on the quantitative and verbal parts of the GRE General Test.
- Three letters of recommendation, at least one of which should be from a supervisor who has knowledge of the applicant's aptitude for the higher education/counseling profession and counseling related experience.
- Successful experience in a counseling capacity or related experience in higher education.
- All applicants will be required to interview with a faculty member.
- A completed application, including a three-hundred word personal statement that explains, based on previous experience, why a student is selecting a career in higher education/counseling.

This 48 credit hour program is designed for those students interested in careers in higher education settings.

**Higher Education Counseling Program (48 credit hours)**

Requirements should be taken in the following sequence:
- GP 501 Graduate Program Planning (1 credit)
- *GC 510 The Counseling Function in School, Agency/Community, and Higher Education Settings (3 credits)
- *GC 528 Counseling and Development (3 credits)
- *GC 529 Multicultural Counseling (3 credits)
- *GC 500 Research and Evaluation (3 credits)
- GC 532 Psychological Assessment (3 credits)
- GC 535 Applied Counseling: Adolescent-Adult (3 credits)
- GC 538 Group I: Theory and Process of Group Interaction (3 credits)
- HC 551 Student Development Theory in Higher Education (3 credits)
- HC 523 Foundations in Higher Education Counseling for Student Affairs Practice (3 credits)
- GC 539 Introduction to Career Counseling (3 credits)
- HC 570 Advanced Applied Counseling: Higher Education (3 credits)
- HC 571 Internship I: Higher Education Counselor (300 hours; 6 credits)
- HC 572 Internship II: Higher Education Counselor (300 hours; 6 credits)

One elective (3 credits):
GC 542 Group II: The Facilitation of Group Experience
GC 544 Introduction to Reality Therapy
GC 563 Psychopharmacology for Nonmedical Professionals
GC 582 Principles and Methods of Community Counseling and Consultation
MC 534 The Professional Counselor: Standards, Ethics and Legal Issues
MC 568 Psychopathology

*to be taken within the first 15 credits

Students should consult with their academic advisors when choosing an appropriate elective.

Students in the Higher Education Counseling Program will not be eligible for licensure.
**Post Master’s Licensure in School Guidance Counseling (24 Bridgewater State College Credit Minimum)**

The Post Master’s licensure is designed only for individuals who possess a degree in counseling or a related field (i.e. social work, clinical psychology) who seek licensure as a School Guidance Counselor. Each student plans their program of study with a faculty advisor in accordance with the requirements as outlined in the School Guidance Counselor Program (48 credits) and the Department of Education licensure requirements.

**Admission requirements for Post Master’s Licensure in School Guidance Counseling:**
- A master’s degree in counseling or social work.
- A 3.25 cumulative average in the master’s program.
- Three letters of recommendation, at least one of which should be from a supervisor who has knowledge of the applicant’s aptitude for the counseling profession.
- Successful experience in a counseling capacity.
- Applicants seeking licensure must complete at least 50% of the required school guidance coursework at BSC as required by the School of Education and Allied Studies.
- Final applicants will be required to interview with a faculty member.
- A completed application including a three-hundred word personal statement that explains, based on previous experience, why a student is selecting a career in counseling.
- A passing score on the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure (MTEL™).

**Post Master’s Licensure in School Guidance Counseling (PreK-8) Program**

Requirements should be taken in the following sequence:
- GC 510 The Counseling Function in School, Agency/Community and Higher Education Settings (3 credits)
- GC 528 Counseling and Development (3 credits)
- GC 529 Multicultural Counseling (3 credits)
- GC 500 Research and Evaluation (3 credits)
- SC 523 The School Guidance Counselor: Psychopathology and Developmental Issues (3 credits)
- GC 532 Psychological Assessment (3 credits)
- GC 535 Applied Counseling: Adolescent-Adult (3 credits)
- GC 538 Group I: Theory and Process of Group Intervention (3 credits)
- GC 539 Introduction to Career Counseling (3 credits)
- GC 582 Principles and Methods of Community Counseling and Consultation (3 credits)
- SC 580 Advanced Applied Counseling-School Guidance Counselor: Adolescent (5-12) (100 hours; 3 credits)
- SC 581 Practicum I: School Guidance Counselor (5-12) (300 hours; 6 credits)
- SC 582 Practicum II: School Guidance Counselor (5-12) (300 hours; 6 credits)
- Elective: (3 credits)

**Certificate of Advanced Graduate Study in Counseling (CAGS) in Mental Health Counseling (30 Credit Minimum)**

The CAGS in Mental Health Counseling is designed for students who are practicing counselors and do not possess a 60 credit master’s degree in counseling or related field and need a CAGS to apply for licensure in Massachusetts as a Mental Health Counselor (CMR 262).
Admission requirements for CAGS in Mental Health Counseling:

- A master’s degree in counseling, clinical psychology or social work is required.
- A 3.25 cumulative average in the master’s program.
- Three letters of recommendation at least one of which should be from a supervisor who has knowledge of the applicant’s counseling activities.
- Successful experience in a counseling capacity demonstrated by at least one year of full time employment as a counselor.
- Final applicants will be required to interview with a faculty member.
- A completed application including a three-hundred word personal statement that explains, based on previous experience, why a student is pursuing a license in counseling.

Students accepted in the CAGS in Mental Health Counseling will meet with a faculty adviser and design a program based on the current requirements for licensure in Massachusetts. The program will complement previous master’s level coursework but must include an internship and a comprehensive examination. The program must be a minimum of 30 graduate credits.

CAGS in Mental Health Counseling Program

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GP 501</td>
<td>Graduate Program Planning</td>
<td>1</td>
</tr>
<tr>
<td>GC 510</td>
<td>The Counseling Function in School, Agency/Community, and Higher Education Settings</td>
<td>3</td>
</tr>
<tr>
<td>GC 528</td>
<td>Counseling and Development</td>
<td>3</td>
</tr>
<tr>
<td>GC 529</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>GC 500</td>
<td>Research and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>MC 564</td>
<td>Theories of Psychological Development</td>
<td>3</td>
</tr>
<tr>
<td>GC 532</td>
<td>Psychological Assessment</td>
<td>3</td>
</tr>
<tr>
<td>GC 535</td>
<td>Applied Counseling: Adolescent-Adult</td>
<td>3</td>
</tr>
<tr>
<td>GC 536</td>
<td>Applied Counseling: Pre-Adolescent</td>
<td>3</td>
</tr>
<tr>
<td>GC 538</td>
<td>Group I: Theory and Process of Group Interaction</td>
<td>3</td>
</tr>
<tr>
<td>MC 568</td>
<td>Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>GC 539</td>
<td>Introduction to Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>MC 534</td>
<td>The Professional Counselor: Standards, Ethics, and Legal Issues</td>
<td>3</td>
</tr>
<tr>
<td>MC 570</td>
<td>Advanced Applied Counseling: Mental Health Counselor</td>
<td>300 hours</td>
</tr>
<tr>
<td>MC 671</td>
<td>Internship I: Mental Health Counselor</td>
<td>300 hours</td>
</tr>
<tr>
<td>MC 672</td>
<td>Internship II: Mental Health Counselor</td>
<td>300 hours</td>
</tr>
</tbody>
</table>

EDUCATIONAL LEADERSHIP

Program Coordinator: Dr. Joanne Newcombe

LEAD: LEADING EDUCATORS THROUGH ADMINISTRATIVE DEVELOPMENT

This post baccalaureate licensure program is an accelerated program for school administrators, whereby candidates may – by taking SA 509 Seminar for Future Leaders and passing the Practitioner Panel – waive up to 6 credits of course work and 3 credits of the 6-credit practicum for license. Students would then take prescribed courses to meet the minimum of 24 credits and a practicum required for a school administrator license.

Courses in the LEAD program can be transferred into the master's degree program.

The LEAD program will accommodate people of varied backgrounds, prior experiences and abilities who are interested in becoming school administrators. The program incorporates a team approach to prior learning assessment and administration preparation, a flexible continuum of learning experiences, and an induction and mentoring program to support and retain administrators.

Note: For LEAD program details, contact the Educational Leadership coordinator. For information about post baccalaureate application procedures and admission standards, consult the Graduate and Continuing Education section of this catalog.

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP

The Master of Education in Educational Leadership program (M.Ed.) is designed to prepare students for the following positions in school administration:

- Supervisor/Director (all levels)
- Administrator of Special Education (all levels)
- School Business Administrator (all levels)
- Elementary School Principal (PreK-6)
- Middle School Principal (5-8)
- High School Principal (9-12)
- Superintendent/Assistant Superintendent (all levels)
These programs have been approved for licensure purposes by the Massachusetts Department of Education. This includes licensure reciprocity with signatory states under the Interstate Certification Compact.

Where required, candidates who possess an appropriate professional license and who have had three years' employment under that license will be eligible for administrator licensure at the completion of this program. Documentation of this must be on file with the Office of Graduate and Continuing Education.

Upon completion of their program option, students seeking Massachusetts licensure must possess an appropriate Massachusetts initial license and have had three years of employment in the role covered by that license except where not required by licensure regulations.

All accepted students must enroll under the direction of their adviser in GP 501 Graduate Program Planning, which is described under “Graduate Advisers and Program Planning” in the Graduate and Continuing Education section of this catalog.

A minimum of 36 approved graduate credits is required in this degree program. It should be understood that those who anticipate preparing for some of the above positions, such as a superintendency, should plan to do graduate work beyond the minimum.

Applicants are required to submit a qualifying score on the Communications and Literacy Skills portion of the Massachusetts Tests for Educator Licensure (MTEL™).

Students may choose one of the following program options: 1.) supervisor/director (various levels), 2.) administrator of special education (all levels), 3.) school business administrator (all levels), 4.) school principal/assistant principal (PreK-6), school principal/assistant principal (5-9), school principal/assistant principal (9-12) or 5.) superintendent/assistant superintendent (all levels). As part of their chosen program option, students must satisfactorily complete the following curriculum:

Initial License
1. SA 510 Seminar on Educational Leadership for the Future (prior to admission) (3 credits)
2. Pre-practicum requirements (including four field experiences):
   A. Research Methods and Findings: SA 530

   Research Applications for School Leaders (3 credits)
   B. Supervision, Evaluation and Development of Personnel and Programs: SA 564 Selection and Development of Educational Personnel (3 credits)
   C. Human Relations, Communications, and Public Relations in a Diverse Society: SA 567 Human Concerns in the Schools (3 credits)
   D. Curriculum Design and Evaluation, and Community Education: SA 578 Curriculum Improvement (3 credits)
   E. Fiscal Planning and Budgeting: SA 565 School Finance and Business Administration (3 credits)
   F. School Law and Labor Relations: SA 569 Legal Aspects of School Administration (3 credits)
   G. Strategic Planning: SA 511 Educational Leadership and Managerial Effectiveness (3 credits)

   Superintendent/assistant superintendent option only:
   H. SA 591 Seminar in School Administration: The Superintendency (3 credits)

School business administrator only:
I. AF 511 Principles of Finance for School Business Administration
J. AF 510 Accounting for School Business Managers

Principal candidates only:
K. SA 561 Elementary School Administration (3 credits) (degree requirement for school principal/assistant principal (PreK-6) program option)
SA 563 Middle School Administration (3 credits) (degree requirement for school principal/assistant principal (5-9) program option)
SA 562 High School Administration (3 credits) (degree requirement for school principal/assistant principal (9-12) program option)

3. SA 572 Technology for School Administrators (3 credits)

4. Practicum or Internship (one of the following courses):
   SA 580 Practicum in Administration of Special Education (6 credits)
SA 582 Practicum in School Business Administration (6 credits)
SA 583 Practicum in Supervisorship/ Directorship (6 credits)
SA 584 Practicum in Elementary School Principalship (6 credits)
SA 585 Practicum in Middle School Principalship (6 credits)
SA 586 Practicum in High School Principalship (6 credits)
SA 587 Practicum in Superintendency/ Assistant Superintendency (6 credits)
SA 590 Administrator of Special Education Internship (6 credits)
SA 592 School Business Administrator Internship (6 credits)
SA 593 Supervisor/Director Internship (6 credits)
SA 594 Elementary School Principal Internship (6 credits)
SA 595 Middle School Principal Internship (6 credits)
SA 596 High School Principal Internship (6 credits)
SA 597 Superintendent/Assistant Superintendent Internship (6 credits)

Candidates for the master's degree will not be required to complete an internship or practicum if they are not seeking licensure.

Upon completion of their program option, students seeking Massachusetts licensure must possess an appropriate initial license and have had three years of employment in the role covered by that license. This must be documented in order to become licensed.

M.Ed. comprehensive examinations are given by the committee during the months of November and March only. Students should consult the college calendar in this catalog for examination request deadlines.

For additional information relative to this program, students not yet accepted should consult with the coordinator of the program.

**Certificate of Advanced Graduate Study (CAGS)**

Graduate students who hold a master's degree in a field of education and who are seeking further study in educational leadership may pursue the Certificate of Advanced Graduate Study (CAGS) program. This program is designed to enable the student to:

1. Take educational initiatives by encouraging innovation, planning and implementing strategic change and having the self-confidence to be a risk-taker.
2. Analyze and prioritize problems by acquiring and interpreting key information and by resisting premature judgments.
3. Build and maintain teams for continuous improvement of teaching and learning by communicating expectations and by developing and empowering others.
4. Expand learning opportunities for all constituencies by having and advocating a need to be a life-long learner.

**Program Description**

The CAGS in Educational Leadership is a cohort, weekend program through which students earn 34 credits beyond the master's and may meet state certification requirements for educational leaders through a college-sponsored internship.

In the cohort model, a group of 18–24 students begin the program together and move through it as a group. Class sessions are planned for Friday evening and all day Saturday. Classes are held on six weekends in the fall and spring semesters and for two full weeks in July (Summer II).

Students who complete the CAGS program and wish to pursue a doctoral degree receive an additional benefit. Bridgewater graduates who apply to and are accepted into the doctoral program in educational leadership at UMass–Lowell may apply 24 of the credits earned toward the 60 credits required as part of the doctorate degree.

**Admission Standards and Criteria**

Entrance to the program will be determined based upon the following:

1. Master's degree from an accredited college or university (official transcript required)
2. Three letters of recommendation (one from immediate supervisor)
3. Completed application form
4. Academic certification through Massachusetts Department of Education
5. Qualifying score on the Communication and
Literacy Skills portion of the Massachusetts Tests for Educator Licensure (MTEL™).

Program of Study
The initial courses in this program are designed in part to start students working on their leadership projects – Introduction to CAGS, Research Issues for School Administration, and Systems Planning. The remaining courses are designed to provide a sound knowledge base for practitioners and meet state licensure requirements.

1. Content Courses:
   SA 661 Effective School Leadership for Elementary Schools (3 credits)
   SA 662 Effective School Leadership for Middle Schools (3 credits)
   SA 663 Effective School Leadership for High Schools (3 credits)
   SA 664 The Personnel Function of Public Schools (3 credits)
   SA 665 Fiscal Aspects of School Administration (3 credits)
   SA 667 Communication Between and Among School Stakeholders (3 credits)
   SA 669 Concepts and Cases in School Law (3 credits)
   SA 670 Certificate of Advanced Graduate Study (CAGS) Seminar (3 credits)
   SA 672 Technology for Administrators (3 credits)
   SA 675 Research Issues in School Administration (3 credits)
   SA 677 Systems Planning for Educational Leaders (3 credits)
   SA 678 Curriculum Development and Program Management (3 credits)
   SA 681 CAGS Extern (3 credits)
   SA 682 CAGS Extern II (1 credit)
   SA 691 The School Superintendency (3 credits)

2. Practicum or Internship:
   SA 603 Directed Study in School Administration (3 credits)
   SA 680 Practicum in Administration of Special Education (6 credits)
   SA 683 Practicum in Supervisorship/ Directorship (6 credits)
   SA 684 Practicum in Elementary School Principalship (6 credits)
   SA 685 Practicum in Middle School Principalship (6 credits)
   SA 686 Practicum in High School Principalship (6 credits)
   SA 687 Practicum in Superintendency/Assistant Superintendency (6 credits)
   SA 688 Practicum in Directorship of Guidance (6 credits)
   SA 689 Practicum in Directorship of Pupil Personnel Services (6 credits)
   SA 690 Internship in Administration of Special Education (6 credits)
   SA 693 Internship in Supervisorship/ Directorship (6 credits)
   SA 694 Internship in Elementary School Principalship (6 credits)
   SA 695 Internship in Middle School Principalship (6 credits)
   SA 696 Internship in High School Principalship (6 credits)
   SA 697 Internship in Superintendency/Assistant Superintendency (6 credits)
   SA 698 Internship in Directorship of Guidance (6 credits)
   SA 699 Internship in Directorship of Pupil Personnel Services (6 credits)

LIBRARY MEDIA GRADUATE PROGRAM

This program is inactive.

INSTRUCTIONAL TECHNOLOGY GRADUATE PROGRAM

Program Coordinator: Dr. Anne Hird

As the catalog went to print, the Massachusetts Department of Education was completing the redesign of licensure regulations. Changes to programs did not meet catalog deadlines. Contact Dr. Anne Hird, Program Coordinator, at ahird@bridgew.edu or (508) 531-2027 for specific information concerning course and program requirements.
SPECIAL EDUCATION AND COMMUNICATION DISORDERS

Faculty

Chairperson: Associate Professor Robert MacMillan
Professors: Tracy Baldrate, Lisa Battaglino, Sandra Ciocci, Lidia Silveira
Associate Professor: Jeri Katz
Assistant Professor: Roya Sayadi

Department Telephone Number: (508) 531-1226
Web site: www.bridgew.edu/depts/speced/

Degree Programs

• BSE in Special Education* (Teacher of Students with Moderate Disabilities PreK-8 or 5-12)
• BSE in Special Education (Teacher of Students with Severe Disabilities - all levels)
• BSE in Special Education Concentration: Communication Disorders
• BSE in Elementary Education/M.Ed. in Special Education (Teacher of Students with Moderate Disabilities PreK-8) 5-year Dual License program
• M.Ed. in Special Education (Initial Licensure, Teacher of Students with Moderate Disabilities PreK-8 or 5-12)
• M.Ed. in Special Education (Professional Licensure Teacher of Students with Moderate Disabilities PreK-8 or 5-12)
• M.Ed. in Special Education (Non-Licensure)

Post Baccalaureate Licensure Programs

• Special Education (Teacher of Students with Moderate Disabilities PreK-8 or 5-12)
• Special Education (Teacher of Students with Severe Disabilities-all levels)

Undergraduate Minors

• Special Education
• Communication Disorders

UNDERGRADUATE PROGRAMS

Bachelor of Science in Education
Special Education
The Department of Special Education and Communication Disorder offers undergraduate programs designed for students interested in obtaining Massachusetts initial licensure as a Teacher of Students with Disabilities.

Majors in Special Education

• Four-year programs for candidates seeking initial licensure to teach students with Moderate Disabilities in grades PreK-8 or 5-12.
• Four-year programs for candidates seeking initial licensure to teach students with Severe Disabilities (all levels).
• Five-year Dual Licensure Program leading to a BSE in Elementary Education (1-6) and M.Ed. in Special Education (Moderate Disabilities PreK-8).

All students planning to pursue a teacher education program of study must apply for admission to and be accepted in the Professional Education Program. Students seeking licensure must consult the section of this catalog entitled School of Education and Allied Studies for information and important institutional deadlines.

The programs have been designed in accordance with Massachusetts Department of Education standards and include license reciprocity with signatory states under the Interstate Certification Compact. Programs meet standards of the Council for Exceptional Children (CEC). The School of Education and Allied Studies is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

As the catalog went to print, the Massachusetts Department of Education was completing the redesign of licensure regulations. Changes to programs did not meet catalog deadlines. Contact the Department of Special Education at 508-531-1226 for specific information concerning program and degree requirements.

Minor in Special Education
Prerequisite for courses above the introductory level: Admission to the Professional Education Program SE 202 Introduction to Special Education
SE 203 Cultural Diversity Issues in School and Society
or
SE 206 Special Education in a Diverse Society

Courses from the following to obtain, with the above, a minimum of 18 credits:
SE 207 Technology in Special Education
SE 302 Principles and Application of Behavioral Management for the Special Needs Learner
SE 303 Principles and Procedures of Assessment of Special Needs Learners
SE 402 Children with Reading Disability: Diagnosis and Teaching Strategies
SE 403 Curriculum Development and Implementation for Special Needs Learners
SE 410 Instructional and Curricula Strategies for Learners with Intensive Special Needs I
SE 411 Instructional and Curricula Strategies for Learners with Intensive Special Needs II
SE 498 Internship in Special Education
SE 499 Directed Study in Special Education

Students interested in a minor in special education should contact the Department of Special Education and Communication Disorders to develop a program plan.

COMMUNICATION DISORDERS

Program Coordinator: Dr. Sandra Ciocci

The Department offers a preprofessional program in Communication Disorder for students interested in preparation for graduate study in Speech-Language Pathology and/or Audiology.

Specific information is available from the Department of Special Education and Communication Disorders. Please contact the department by calling 508-531-1226 or visit our web site: www.bridgew.edu/depts/specd/.

CONCENTRATION IN COMMUNICATION DISORDERS

The minimum requirements for the communication disorders concentration include:
SE 203 Cultural Diversity Issues in School and Society
CD 220 Introduction to Communication Disorders
CD 281 Speech Anatomy and Physiology
CD 282 Speech and Hearing Science
CD 290 Language Acquisition and Development
CD 294 Phonetics
CD 312 Language Disorders in Children
CD 313 Articulation Disorders
CD 351 Introduction to Audiology
CD 352 Clinical Audiology
CD 480 Clinical Procedures: An Overview

One elective chosen from:
CD 325 Voice Disorders in Children and Adults
or
CD 393 Aural Rehabilitation

Required Cognates:
PY 227 Development Through the Life Cycle
EN 323 Introduction to Linguistics

Once a student declares Communication Disorders as a concentration, he or she will be screened for adequate speech and language patterns to assure appropriate modeling of speech by therapists. Appropriate recommendations will be made for improvement, which the student will be required to follow if he or she wishes to pursue a Practicum Program Sequence.

General Education Requirements (GER)
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

MINOR IN COMMUNICATION DISORDERS
CD 220 Introduction to Communication Disorders
CD 281 Speech Anatomy and Physiology
CD 282 Speech and Hearing Science
CD 290 Language Acquisition and Development
CD 294 Phonetics
CD 351 Introduction to Audiology

GRADUATE PROGRAMS

SPECIAL EDUCATION

Graduate Program Coordinator: Professor Kathleen McNamara

At the graduate level the Department of Special Education and Communication Disorders offers several programs designed to meet the needs of graduate students.

For information regarding graduate program application procedures and admission standards, students should consult the Graduate and Continuing Education section of this catalog.
Students seeking initial licensure should consult the section of this catalog entitled *School of Education and Allied Studies* for professional education admission and retention information and important institutional deadlines.

**Post Baccalaureate Initial Licensure Programs**
- Teacher of Students with Moderate Disabilities (PreK-8 or 5-12)
- Teacher of Students with Severe Disabilities (all levels)

**Master of Education in Special Education**
- M.Ed. in Special Education (Initial Licensure Teacher of Students with Moderate Disabilities, PreK-8 or 5-12)
- M.Ed. in Special Education (Professional Licensure Teacher of Students with Moderate Disabilities, PreK-8 or 5-12)
- M.Ed. in Special Education (Dual Licensure BSE and M.Ed.) Moderate Disabilities and Elementary Education
- M.Ed. in Special Education (Non licensure)

As the catalog went to print, the Massachusetts Department of Education was completing the redesign of licensure regulations. Changes to programs did not meet catalog deadlines. Contact Professor Kathleen McNamara, Program Coordinator, at kmcnamara@bridgew.edu (508) 531-2319 for specific information concerning program and degree requirements.

**Communication Disorders Concentration**
The graduate-level concentration in Communication Disorders is presently inactive. For further information, contact the communication disorders program coordinator.

**Concentration in Bilingual Special Education**
The concentration in Bilingual Special Education is presently inactive. For further information contact the special education program coordinator.

---

The departmental offerings listed below include the following courses which may not be taken for graduate credit:
All courses below the 400 level;
- SE 402 Children with Reading Disability: Diagnosis and Teaching Strategies
- SE 403 Curriculum Development and Implementation for Special Needs Learners
- SE 404 Student Teaching Practicum: Inclusion Program (PreK-8)
- SE 405 Student Teaching Practicum: Special Education Program (PreK-8)
- SE 406 Student Teaching Practicum: Mainstreamed Program (5-12)
- SE 407 Student Teaching Practicum: Special Education Program (5-12)
- SE 410 Instructional and Curricula Strategies for Learners with Intensive Special Needs I (3 credits)
- SE 411 Instructional and Curricula Strategies for Learners with Intensive Special Needs II (3 credits)
- SE 412 Student Teaching Practicum: School Setting, ISN (6 credits)
- SE 413 Student Teaching Practicum: Alternative Setting, ISN (6 credits)
- SE 498 Internship in Special Education
- SE 499 Directed Study in Special Education
Dr. Laurence Richards  
Dean, School of Management and Aviation Science

**ACADEMIC DEPARTMENTS:**

**Accounting and Finance**  
Professor Carleton Donchess, Chairperson

**Aviation Science**  
Assistant Professor Michael Farley, Chairperson

**Economics**  
Assistant Professor Daniel Lomba, Chairperson

**Management**  
Professor Mercer Fellouris, Chairperson

**Web site:**  
www.bridgew.edu/depts/mgmtavsc/

**SCHOOL OF MANAGEMENT AND AVIATION SCIENCE**

The School of Management and Aviation Science offers an array of professional programs embedded in the liberal arts tradition that is the hallmark of Bridgewater State College. This and the quality of the programs attract many of the region’s top firms, who actively recruit the school’s graduates. Four departments comprise the school: accounting and finance, aviation science, economics and management.

The programs in the School of Management and Aviation Science are internationally accredited by the International Assembly for Collegiate Business Education (IACBE). A specialized accrediting body, IACBE’s mission is to promote and support quality business education worldwide through accreditation and outcomes assessment.

The structured major in accounting and finance offers curricula that prepare students for the rigorous examinations needed for professional certification as a Certified Public Accountant (CPA), Certified Management Accountant (CMA), Chartered Financial Analyst (CFA), or Certified Financial Planner (CFP). Bridgewater State College students frequently win statewide competitions and are often cited by the Massachusetts Society of CPAs for their excellent work.

The FAA approved aviation science major is unique among public 4-year institutions on the eastern seaboard of the United States and attracts numerous students from foreign countries. The flight training concentration takes a student through commercial licensing and flight instructor certification. The aviation management concentration includes private pilot licensing and prepares students for careers with airlines, airports, aircraft companies, government agencies and other aviation support services. The airport management concentration prepares students for careers in a major aspect of aviation management, such as airport manager and airport operations specialist.

The bachelor of science program in economics prepares students to understand and apply the fundamentals of economic theory and analysis in today’s global market economy. The curriculum guides economics majors in developing creative, analytical, and critical thinking skills and sound problem-solving techniques, qualities that are highly valued in any professional field. Students in the program have the opportunity to participate in internships and pursue careers with banks, corporations, government organizations, real estate firms and stock brokerages.

The Department of Management offers both a graduate program and undergraduate programs. It also offers students the opportunity to enroll in a five-year Bachelor of Science/Master of Science in Management program. The undergraduate programs prepare students for successful careers in business and management. Graduates of the Master of Science in Management will be equipped for a variety of leadership positions, such as public accounting firm managers, corporate accounting and finance managers, project or product managers, technology managers, or marketing and human resources directors.

The undergraduate management science major includes concentrations in general management (human resources or operations), energy and environmental resources management, global management, information systems management, marketing, and...
transportation. Experiential courses and internships give students the opportunity to work on projects with local companies and businesses.

The faculty of the school place high priority on providing a friendly and stimulating learning environment for their students. Class sizes are relatively small and the quality of teaching is among the best of any college or university in the country. Students develop competency in oral and written communications, analytical thinking, problem solving and teamwork. Courses are offered during the daytime, in the evening and on weekends.

The School of Management and Aviation Science is located in a fully renovated, state-of-the-art building, Harrington Hall. Students benefit from classrooms with modern technology and access to technology labs.

Qualified students may register for undergraduate and graduate certificates in such fields as marketing management, information systems, accounting and finance, including a CPA Exam Preparation Certificate, as alternatives to degree programs. The school also offers minors in each department and collaborates with other departments in offering interdisciplinary minors in Canadian studies, public relations and health resources management.

Students with interests in research have the opportunity to work on faculty projects that are advancing the state of knowledge in their disciplines. The themes of leadership, technology and internationalization serve as integrating threads that tie together all of Bridgewater State College’s academic disciplines.

**Bridgewater State College/Clarkson University 4+1 Bachelor’s/Master’s Program**

Bridgewater State College and Clarkson University (Potsdam, NY) have entered into an agreement whereby qualified students who earn a Bachelor of Science or Bachelor of Arts degree from Bridgewater State can earn a Master of Business Administration (M.B.A.) or Master of Science in Management Systems (M.S.) degree from Clarkson with one additional year of study.

Students interested in this program, should contact the office of the Dean of the School of Management and Aviation Science.

**Departmental Course Descriptions**
See the Course Descriptions section of this catalog for departmental course descriptions.
ACCOUNTING AND FINANCE

Faculty

Chairperson: Professor Carleton Donchess

Professors: Saul Auslander, Kathleen Sevigny, Harold Silverman, Joseph Stanford

Assistant Professors: Patricia Bancroft, Joseph D'Adamo, Shannon Donovan

Department Telephone Number: (508) 531-1395

Web site: www.bridgew.edu/depts/acctfin/

DEGREE PROGRAMS:

- BS in Accounting and Finance Concentrations: Accounting, Finance
- Master of Science in Management (MSM) Concentrations: Accounting, Marketing, Organizational Development, Technology Management

UNDERGRADUATE MINOR

- Accounting and Finance

UNDERGRADUATE PROGRAMS

Bachelor of Science in Accounting and Finance

Accounting Concentration

The accounting concentration prepares students for a variety of positions leading to management level careers in corporate and public accounting, auditing and taxation. This concentration also assists in preparing students for the Certified Public Accountant (CPA) exam or the Certified Management Accounting (CMA) exam.

Note: The Massachusetts Board of Accountancy is changing the educational requirements to sit for the Uniform CPA examination in Massachusetts. Accordingly, this may result in changes within our accounting curriculum.

Finance Concentration

The finance concentration prepares students for positions in banking, investments, financial planning, cash management and international finance in both public and private institutions. This concentration also assists in preparing students for professional certifications such as the Certified Financial Planner (CFP) or Chartered Financial Analyst (CFA).

Grade Policy for Accounting and Finance Concentrations

No more than two grades lower than C- in a required Accounting and Finance course (AF prefix) will be applied toward fulfillment of the requirements for the Accounting and Finance major. This policy applies to students accepted for matriculation as freshmen or as transfer students enrolled for the Fall 2002 semester or thereafter. Students who receive more than two Ds or Fs in courses may continue as Accounting and Finance majors but must retake a sufficient number of the required courses in which the Ds or Fs were earned and earn a grade of C- or higher, so that no more than a total of two “AF” prefix required courses, with grades below C- will be counted towards fulfillment of the requirements in the Accounting and Finance major.

Accounting Concentration

AF 240 Accounting I
AF 241 Accounting II
AF 305 Business Law I
AF 340 Intermediate Accounting I
AF 341 Intermediate Accounting II
AF 385 Managerial Finance
AF 406 Business Law II
AF 430 Cost Accounting I
AF 445 Auditing
AF 460 Advanced Accounting I
AF 466 Federal Income Taxation I
AF 470 Accounting Information Systems
AF 492 Intermediate Accounting III
MG 130 Principles of Management
MG 140 Human Resources Management
MG 200 Marketing Principles
MG 490 Management Seminar
EC 101 Principles of Microeconomics
EC 102 Principles of Macroeconomics
MA 110 Elementary Statistics I
MA 141-142 Elements of Calculus I-II
MA 318 Quantitative Methods for Management
CS 105 Computers and Their Applications: An Introduction

General Education Requirements (GER)

A minimum of 120 earned hours is required for graduation. These earned hours include General
Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

FINANCE CONCENTRATION
AF 240 Accounting I
AF 241 Accounting II
AF 305 Business Law I
AF 350 Managerial Accounting
AF 385 Managerial Finance
AF 406 Business Law II
AF 455 International Finance
AF 465 Options and Futures Market
AF 476 Insurance and Risk Management
AF 485 Capital Budgeting
AF 486 Real Estate Investment and Finance
AF 490 Investments
MG 130 Principles of Management
MG 140 Human Resources Management
MG 200 Marketing Principles
MG 360 Business Data Processing
MG 490 Management Seminar
EC 101 Principles of Microeconomics
EC 102 Principles of Macroeconomics
EC 315 Money and Banking
MA 110 Elementary Statistics I
MA 141-142 Elements of Calculus I-II
MA 318 Quantitative Methods for Management
CS 105 Computers and Their Applications: An Introduction

General Education Requirements (GER)
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

MINOR IN ACCOUNTING AND FINANCE
Students from Arts and Sciences, Education, Management, or Aviation programs may elect this minor to broaden their background and expand their potential in job related areas of their respective disciplines. The central purpose of this minor is to provide initial exposure to the basic areas of business and the environment of the financial world.

Required Courses:
I. Both of the following courses:
   AF 240 Accounting I
   AF 241 Accounting II

II. Any two courses from among the following: (At least one must be an AF course)
   AF 150 Personal Finance
   AF 305 Business Law I
   AF 340 Intermediate Accounting I
   AF 341 Intermediate Accounting II
   AF 350 Managerial Accounting
   AF 385 Managerial Finance
   MG 130 Principles of Management
   CS 101 Computer Science I
   CS 105 Computers and Their Applications: An Introduction
   MA 141 Elements of Calculus I
   MA 151 Calculus I
   EC 101 Principles of Microeconomics
   EC 102 Principles of Macroeconomics

III. Any two courses from among the following:
   AF 340 Intermediate Accounting I
   AF 341 Intermediate Accounting II
   AF 406 Business Law II
   AF 430 Cost Accounting I
   AF 445 Auditing
   AF 455 International Finance
   AF 460 Advanced Accounting I
   AF 465 Options and Futures Markets
   AF 466 Federal Income Taxation I
   AF 470 Accounting Information Systems
   AF 476 Insurance and Risk Management
   AF 485 Capital Budgeting
   AF 486 Real Estate Investment and Finance
   AF 490 Investments

NOTE: If AF 340 or AF 341 are used to satisfy Requirement II, they cannot be used to satisfy Requirement III.

TRANSFER OF CREDIT AFTER ADMISSION
In order for undergraduates to receive credit for courses taken at other accredited institutions, approval must be obtained in advance.

Application forms are available in the Registrar's Office. Applications for approval of a course from another institution should be accompanied by the appropriate catalog from that institution. Transcripts of these approved courses must be submitted to the Registrar’s
Office within six weeks after the completion of the course. Approval must be obtained prior to registering for class. It is the student's responsibility to have official transcripts sent directly by the institution to the Registrar's Office.

**DEPARTMENTAL HONORS PROGRAM IN ACCOUNTING AND FINANCE**

The Department of Accounting and Finance offers a Departmental Honors Program in Accounting and Finance. This program provides an opportunity for well-qualified accounting and finance majors to conduct independent research and scholarly study in accounting and finance. Contact the Department of Accounting and Finance for further information concerning eligibility and application.

**GRADUATE PROGRAM**

**MASTER OF SCIENCE IN MANAGEMENT**

Successful managers in the 21st century must have specialized knowledge and skills to meet a variety of changing and growing demands in the ever-expanding global marketplace. The Master of Science in Management (MSM) program prepares students to apply systems thinking to managerial problems, direct large-scale projects, and lead people and organizations through complex change. The program emphasizes the role of information technology in the modern firm and the organizational changes occurring as a result. In addition, students gain focused instruction in a specific area of interest through one of four, four-course concentrations:

- Accounting
- Technology Management
- Marketing
- Organizational Development

(The Global Electronic Commerce Concentration is inactive.)

**MASTER OF SCIENCE IN MANAGEMENT**

**For students who hold a bachelor's degree**

The MSM requires 30 credit hours (10 courses) of graduate course work, including a core of six courses and a concentration area of four courses. The MSM program also requires three foundation courses, MG 500 Computational Statistics, AF 505 Accounting and Finance for Managers, and MG 506 Issues in Management. The foundation courses must be taken prior to taking the core or concentration courses. The foundation course requirements can be satisfied by completion of equivalent undergraduate courses, a statistics course for MG 500, courses in accounting and finance for AF 505, and courses in marketing and law for MG 506. Working knowledge of computers is required for admission. Students concentrating in accounting will need additional prerequisites. Accounting students may call 508-531-1395 or e-mail addept@bridgew.edu for information.

**Five-year Bachelor of Science/Master of Science in Management**

Undergraduate students who have completed at least 30 credit hours of coursework at Bridgewater State College, have completed the undergraduate prerequisites, have taken the GMAT examination, and can complete all requirements for their B.S. or B.A. degree in 30 additional credits may apply for the five-year BS/MSM program. Those admitted take a mix of undergraduate and graduate courses during their fourth and fifth year, and graduate with both degrees. Admission to this program is selective and limited.

**The Master of Science in Management Curriculum**

Candidates for the MSM must successfully complete each of the following core courses:

- MG 501 Systems Research and Problem Solving
- MG 526 Project Management
- MG 576 Organizational Change and Leadership
- MG 581 Information Resources Management
- MG 582 Decision Support Systems
- MG 583 Business Data Communications

Candidates must successfully complete four courses from one of the following concentrations:

**Accounting Concentration**

- AF 545 Auditing
- AF 560 Advanced Accounting
- AF 595 Accounting Seminar (Capstone)

And one elective course from the following:

- AF 567 Advanced Taxation
- AF 593 Financial Statement Analysis and Disclosure

**Marketing Concentration**

- MG 510 International Marketing
- MG 540 Industrial Marketing
- MG 541 Issues in Marketing (Capstone)
- MG 594 Marketing Management and Strategy
Organizational Development Concentration
MG 571 Organizational Culture and Work Force Diversity
MG 572 Interpersonal and Group Behavior
MG 577 Power and Influence in Organizations
MG 578 Issues in Modern Organizations (Capstone)

Technology Management Concentration
MG 527 Product Development Processes
MG 528 Quality and Risk Management
MG 561 Environmental Management
MG 562 Strategic Management of Technological Innovation (Capstone)

For applications and additional information contact the Graduate Admissions Office and specify your interest in the MSM program:
Graduate Admissions Office
Maxwell Library
Bridgewater State College
Bridgewater, MA 02325
(508) 531-2413
AVIATION SCIENCE

Faculty

Chairperson: Assistant Professor Michael Farley

Assistant Professors: Richard Abers, Veronica Coté, Michael Sloan

Department Telephone Number: (508) 531-1779

Website: www.bridgew.edu/depts/aviation/

Degree Program:
- BS in Aviation Science
  Concentrations: Aviation Management, Flight Training

Undergraduate Minor
- Aviation Science

Undergraduate Programs

Bachelor of Science in Aviation Science
The Department of Aviation Science offers a B.S. degree in Aviation Science with concentrations in flight training, aviation management and airport management. Graduates are prepared for entry into the aviation industry in productive, professional employment, or alternatively, for graduate study.

Federal Aviation Administration Certification of Bridgewater State College, as a Federal Air Regulation (FAR) Part 141 ground school, allows students to complete all required ground school courses at the college as part of the aviation science curriculum. Bridgewater State College is also designated by the Federal Aviation Administration as an Aviation Education Resource Center.

The Bridgewater State College aviation science program incorporates single engine and multi-engine flight simulator training into its flight training courses. For complete information on these programs, consult with the chairperson of the Department of Aviation Science.

Flight Training Concentration*
The flight training concentration combines academic studies and flight training, in order to prepare graduates for a wide variety of positions within the air transportation industry, including general, airline and military aviation. The flight program allows the student to obtain private pilot, commercial pilot, instrument pilot, and flight instructor certificates.

The curriculum provides the flight training necessary to operate in the high-density environment of modern airspace. The program emphasizes critical thinking and analytical skills, as well as oral and written communication skills. Effective resource management, human factors, and safety awareness are constantly emphasized throughout the curriculum. Complementing the intensive flight training is expert classroom instruction and use of flight simulators. A career in the flight training concentration leads to the development, administration, and enforcement of safety regulations, including airworthiness and operational standards in civil aviation. This program prepares the graduate for a career path that starts as a certified flight instructor, and leads to positions with airlines and corporate flight departments.

*Reserve Officer Training Corps (ROTC) scholarship opportunities are available. The ROTC program is designed to give students the opportunity to become a military officer while completing a bachelor's degree program.

AS 101 Primary Flight I
AS 102 Primary Flight II
AS 103 Primary Flight III
AS 105 Private Pilot Ground School
AS 201 Commercial Flight I
AS 202 Commercial Flight II
AS 203 Instrument Flight I
AS 204 Instrument Flight II
AS 205 Advanced Commercial and Instrument Flight
AS 211 Commercial Pilot Ground School
AS 212 Instrument Pilot Ground School
AS 217 Air Traffic Control
AS 301 Instructional Flight I
AS 302 Instructional Flight II
AS 303 Flight Instructor Ground School
AS 320 Aviation Regulatory Process
MG 130 Principles of Management
MG 140 Human Resources Management
MA 110 Elementary Statistics I

*Please note that flight courses involve flight fees.

School of Management and Aviation Science
MA 141-142 Elements of Calculus I-II
PH 181-182 Elements of Physics I-II
CS 105 Computers and Their Applications: An Introduction
EC 102 Principles of Macroeconomics
Completion of FAA Certified Flight Instructor Training

*Please note that flight courses involve flight fees.

General Education Requirements (GER)
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

Aviation Management Concentration*
The aviation management concentration is designed to prepare graduates for managerial and supervisory positions throughout the air transportation industry. Primary flight training is included, along with broad exposure to aviation specific business and management courses. This program of study is interdisciplinary in nature and prepares the aviation career-oriented student for virtually any management career in aviation or aviation-related industries. Some of these positions include airport manager, air carrier manager, and general aviation operations manager.

AS 101 Primary Flight I
AS 102 Primary Flight II
AS 103 Primary Flight III
AS 105 Private Pilot Ground School
AS 305 Introduction to General Aviation Management
AS 307 Air Carrier Operations
AS 402 Insurance and Risk Management in Aviation
AS 407 Aviation Marketing Management
MG 130 Principles of Management
MG 140 Human Resources Management
MG 360 Business Data Processing
AF 240-241 Accounting I-II
MA 110 Elementary Statistics I
MA 141-142 Elements of Calculus I-II
PH 181-182 Elements of Physics I-II
CS 105 Computers and Their Applications: An Introduction
EN 201 Technical Writing I
EC 102 Principles of Macroeconomics
One environmental science course:
   ES 194 Environmental Geology
   or
   GE 196 Environmental Geography
Completion of FAA Private Pilot License Certifications

*Please note that flight courses involve flight fees.

General Education Requirements (GER)
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

Airport Management Concentration
This program is inactive.

Aviation Science Minor*
The aviation science minor is divided into two options: a flight option and an aviation management option.

Flight Option:
AS 101 Primary Flight I
AS 102 Primary Flight II
AS 103 Primary Flight III
AS 105 Private Pilot Ground School
MG 130 Principles of Management
Plus electives selected from the list below. A minor requires a minimum of 18 credit hours.

Aviation Management Option:
AS 305 Introduction to General Aviation Management
MG 130 Principles of Management
MG 140 Human Resources Management
Plus electives selected from the list below. A minor requires a minimum of 18 credit hours.

Electives:
AS 101 Primary Flight I
AS 102 Primary Flight II
AS 103 Primary Flight III
AS 105 Private Pilot Ground School
AS 201 Commercial Flight I
AS 202 Commercial Flight II
AS 203 Instrument Flight I
AS 204 Instrument Flight II
AS 205 Advanced Commercial and Instrument Flight
AS 211 Commercial Pilot Ground School
AS 212 Instrument Pilot Ground School
AS 301 Instructional Flight I
AS 302 Instructional Flight II
AS 303 Flight Instructor Ground School
AS 305 Introduction to General Aviation Management
FLIGHT TRAINING AND GROUND SCHOOL

Students enrolled in the aviation science program must take all flight and flight-related courses through Bridgewater State College except as provided below*. Flight training is provided under articulation agreements with Federal Aviation Administration (FAA) approved flight schools, which operate under Federal Aviation Regulation (FAR) Part 141. A list of college approved flight schools may be obtained from the aviation science department. Ground school courses are conducted by the college under Federal Aviation Regulation Part 141, as is the flight simulator training, which is required as a part of commercial and instrument flight training courses.

PHYSICAL EXAMINATIONS

Students seeking admission to the flight training concentration must pass a Class II or better FAA physical examination; a Class III FAA physical is required for the aviation management concentration or any other program involving flight courses. A copy of the certification for the appropriate flight physical must be on file with the aviation coordinator BEFORE FLIGHT TRAINING BEGINS.

ACADEMIC CREDIT FOR FLIGHT TRAINING

The following procedures for granting academic credit for flight and flight-related ground school training for both incoming freshman students and transfer students are in accord with pertinent college policies. These policies are designed to ensure academic quality and to maximize safety for the participants in the aviation science program. All students requesting academic credit from Bridgewater State College for flight and flight-related ground school training are subject to these provisions. Credit for all other course work will be considered as specified in the college catalog under the sections concerning “Transfer Admissions” and “Transfer of Credit after Admission.”

*Entering Freshmen and Transfer Students:
Freshmen or transfer students entering Bridgewater State College may request up to eighteen (18) credits for previous work in flight and flight-related ground school training under the following provisions:

1. To obtain credit for flight training, the student must:
   (a) provide valid documentation** of the flight training concerned, (b) hold a current, appropriate flight physical certificate, and (c) pass a flight proficiency test conducted by an aviation science approved flight instructor. (Additional flight training may be required if a student has difficulty passing the flight proficiency test.) All costs for the flight proficiency test (and any additional flight training) will be borne by the applicant.

2. Credit for training in FAA certified ground schools may be obtained by providing valid documentation** of the training concerned.

**Valid documentation includes pertinent log books and other certificates, licenses and verification of the training from the school(s) concerned. This verification must be in the form of a statement, which identifies the school, describes the curriculum under which the training was taken and specifies the number of class hours involved. The statement must be signed by the chief flight instructor of the school. (The standard ratio for relating hours to academic credit is 18 class hours of flight training for one academic credit.) Up to full credit may be granted for courses from flight schools operating under Federal Aviation Regulation (FAR) Part 141 and up to half credit for training from schools operating under FAR Part 61.

Credit authorized by the above procedure for flight and flight-related ground school courses may be applied as follows:

Students entering the flight training concentration may apply up to seventeen (17) credits toward the academic major; any additional authorized flight training credit will be designated as free electives. At least fifty percent (50%) of the credits in any major field (major department) must be earned at Bridgewater State College.

Students entering the aviation management concentration may apply seven (7) academic credits toward the required private pilot’s license; any additional credits may be used toward free electives only.

Students entering the aviation science minor may apply nine (9) credits toward the minor; any balance may be credited toward free electives.
Students who *neither major nor minor in aviation science* may be granted up to eighteen (18) academic credits toward free electives.

Authorized flight training credits specified above for the major, minor, and free electives may be applied toward the college graduation requirement of 120 credits (minimum).

**Students Enrolled at Bridgewater State College:**

After a student is officially enrolled at Bridgewater State College, academic credit from other institutions will be granted only as specified by college policy. Under special conditions where the college cannot provide the required course work, such as students being out of commuting range of the college during the summer, a student may apply for permission to earn credits at other institutions. The procedure which follows must be completed BEFORE courses are taken elsewhere. Persons (in any major) who take courses at other institutions/schools without following this procedure will not be granted credit at Bridgewater State College.

**Procedure:**

1. A form for requesting transfer credits may be obtained from the Registrar’s Office.

2. The completed form, together with an identification of the proposed school and a description of the courses involved, must be submitted to the chairperson of the aviation science department, or a designee, for departmental approval. The aviation science program is based on the quality specified in the Federal Aviation Regulation Part 141, and credit will be accepted only from FAR Part 141 approved schools. Other documentation may be requested by the aviation chairperson.

3. Upon completion of courses taken at other institutions, students must satisfy the same conditions as set forth for entering freshmen and transfers, i.e., providing valid certification and passing a flight proficiency test, as described above.

The student is responsible for insuring that all transcripts, certificates or other documentation are submitted to the Registrar’s Office of Bridgewater State College, with copies to the aviation coordinator, within six weeks after the completion of training. Official transcripts must be sent from the training institution directly to Bridgewater State College. They must not be transported by the student.

**Please note:** For additional detailed information on the aviation science program call (508) 531-1779 or write Chairperson, Department of Aviation Science, Bridgewater State College, Bridgewater, Massachusetts 02325.

Upon acceptance into the aviation science program, students must obtain a copy of the Department of Aviation Science Policies and Procedures Manual. All students **MUST** comply with the policies and procedures as set forth in said manual. A copy of the Policies and Procedures Manual can be obtained upon request through the Aviation Science Department.
ECONOMICS

Faculty

Chairperson: Assistant Professor Daniel Lomba
Professors: Anthony Cicerone, Margaret Landman, Ranjit Vohra

Department Telephone Number: (508) 531-1716
Web site: www.bridgew.edu/catalog/econom.htm

Degree Programs:
• BA in Economics
• BS in Economics

Undergraduate Minor
• Economics

Undergraduate Programs

Economics Major
The major in economics is a comprehensive program which enables students to become familiar with many aspects of the economy and provides them with training in economic analysis and problem-solving techniques. A strong background in economic theory will prepare students for entry into fields such as banking, finance, business, politics and real estate.

Requirements:
EC 101 Principles of Microeconomics
EC 102 Principles of Macroeconomics
EC 201 Intermediate Microeconomic Theory and Policy
EC 205 Intermediate Macroeconomic Theory and Policy
EC 210 Quantitative Analysis for Economics

plus five 300 level or higher economics courses for a total of 30 credit hours in economics.

General Education Requirements (GER)
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

Economics Minor
The minor in economics offers a basic program which enables students to become familiar with some aspects of the economy and provides them with training in economic analysis and problem-solving techniques.

Requirements:
EC 101 Principles of Microeconomics
EC 102 Principles of Macroeconomics
EC 201 Intermediate Microeconomic Theory and Policy
EC 205 Intermediate Macroeconomic Theory and Policy
EC 210 Quantitative Analysis for Economics

plus a minimum of two other economics courses at the 300 or 400 level. The two courses, MA 110 Elementary Statistics I and MA 318 Quantitative Methods for Management, may be substituted for EC 210.
MANAGEMENT

Faculty

Chairperson: Professor Mercer Fellouris

Professors: Jon Bryan, Craig Cowles, Helene Fine, Sylvia Keyes, Frank Sterrett

Associate Professors: Jeanne Aurelio, Ely Dorsey, Dorothy Oppenheimer

Assistant Professors: Peter Sietins, Robert Wolk

Department Telephone Number: (508) 531-1374

Website: www.bridgew.edu/depts/mgmt/

Degree Programs

• BS in Management Science

• Master of Science in Management (MSM)
  Concentrations: Accounting, Marketing, Organization Development, Technology Management

Undergraduate Minor

• Management Science

Undergraduate Programs

Bachelor of Science in Management Science
The management science concentrations educate students for successful careers in business and management. The program provides general education, other liberal arts courses and specific management education for students with career interests in general business, transportation, energy and environmental resources, marketing, global management, information systems, human resources and operations management.

With a curriculum embedded in a strong liberal arts framework, students learn how business decisions relate to society—culturally, economically, ethically and socially—while developing the skills and knowledge that will enable them to assume management responsibilities.

Students who enroll in the management science program can gain experience through internships that provide practical, on-the-job training opportunities. These valuable learning experiences, coupled with the college's development as a regional resource for business and industry, offer students significant contact with business and management leaders.

General Management Concentration

AF 240 Accounting I
AF 241 Accounting II
AF 305 Business Law I
AF 350 Managerial Accounting
AF 385 Managerial Finance
CS 105 Computers and Their Applications: An Introduction
EC 101 Principles of Microeconomics
EC 102 Principles of Macroeconomics
MA 110 Elementary Statistics I
MA 141-142 Elements of Calculus I-II
MA 318 Quantitative Methods for Management
MG 130 Principles of Management
MG 140 Human Resources Management
MG 200 Marketing Principles
MG 360 Business Data Processing
MG 425 Operations Management
MG 490 Management Seminar

Choose one option:
Operations Option
MG 340 Labor Relations
MG 470 Materials Management
MG 475 Statistical Process Control

Human Resources Option
MG 340 Labor Relations
MG 375 Personnel Development
PY 313 Industrial and Organizational Psychology

General Education Requirements (GER)
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.
**ENERGY AND ENVIRONMENTAL RESOURCES MANAGEMENT CONCENTRATION**

AF 240 Accounting I
AF 241 Accounting II
AF 305 Business Law I
AF 350 Managerial Accounting
AF 385 Managerial Finance
CH 131 General Chemistry I
CH 132 General Chemistry II
CH 250 Instrumentation
CS 105 Computers and Their Applications: An Introduction
EC 101 Principles of Microeconomics
EC 102 Principles of Macroeconomics
ES 100 Physical Geology
ES 194 Environmental Geology
ES 240 Hydrology
GE 100 Physical Geography
GE 307 Management and Preservation of the Natural Environment
MA 110 Elementary Statistics I
MA 141-142 Elements of Calculus I-II
MA 318 Quantitative Methods for Management
MG 130 Principles of Management
MG 140 Human Resources Management
MG 200 Marketing Principles
MG 360 Business Data Processing
MG 460 Public Policy and Government Regulation in Global Management
MG 490 Management Seminar
PH 180 Energy and Its Social Uses

**General Education Requirements (GER)**
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

**INFORMATION SYSTEMS MANAGEMENT CONCENTRATION**

AF 240 Accounting I
AF 241 Accounting II
AF 305 Business Law I
AF 350 Managerial Accounting
AF 385 Managerial Finance
CS 101 Computer Science I
CS 102 Computer Science II
CS 210 COBOL I
CS 211 COBOL II
CS 410 Database Applications
EC 101 Principles of Microeconomics
EC 102 Principles of Macroeconomics
MA 110 Elementary Statistics I
MA 141-142 Elements of Calculus I-II
MA 318 Quantitative Methods for Management
MG 130 Principles of Management
MG 140 Human Resources Management
MG 200 Marketing Principles
MG 360 Business Data Processing
MG 445 Information Systems Management
MG 450 Problems in Information Systems
MG 480 Systems Analysis
MG 490 Management Seminar
General Education Requirements (GER)
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

Marketing Concentration
AF 240 Accounting I
AF 241 Accounting II
AF 305 Business Law I
AF 350 Managerial Accounting
AF 385 Managerial Finance
CS 105 Computers and Their Applications: An Introduction
EC 101 Principles of Microeconomics
EC 102 Principles of Macroeconomics
MA 110 Elementary Statistics I
MA 141-142 Elements of Calculus I-II
MA 318 Quantitative Methods for Management
MG 130 Principles of Management
MG 140 Human Resources Management
MG 200 Marketing Principles
MG 360 Business Data Processing
MG 420 Marketing Research
MG 424 Advertising
MG 430 Sales Management
MG 490 Management Seminar
MG 494 Marketing Management and Strategy
And any one of the following three courses:
MG 410 International Marketing and Physical Distribution
MG 415 Retail Management
MG 440 Industrial Marketing

General Education Requirements (GER)
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

Transportation Concentration
AF 240 Accounting I
AF 241 Accounting II
AF 305 Business Law I
AF 350 Managerial Accounting
AF 385 Managerial Finance
CS 105 Computers and Their Applications: An

Introduction
Any one CS programming course
EC 101 Principles of Microeconomics
EC 102 Principles of Macroeconomics
ES 100 Physical Geology
or
GE 100 Physical Geography
GE 216 Cartography
GS 353 Urban Geography
GS 362 Economic Geography
GS 430 Geography of Transportation
MA 110 Elementary Statistics I
MA 141-142 Elements of Calculus I-II
MG 130 Principles of Management
MG 140 Human Resources Management
MG 200 Marketing Principles
MG 360 Business Data Processing
MG 490 Management Seminar
PO 279 Introduction to Public Administration
PO 376 Urban Politics
SO 306 Cities and People: Urban Sociology

Management Science Minor
Students from liberal arts and other programs may elect this minor to broaden their background and expand their potential in job related areas of their respective disciplines. The central purpose of this minor is to provide initial exposure to the basic areas of business and the environment of the business world.

Required courses*:
AF 240 Accounting I
MG 130 Principles of Management
MG 200 Marketing Principles (Prerequisite MG 130 and EC 101 or EC 102 or consent of department)
Plus three additional electives from any AF or MG courses for which prerequisites have been completed.

• One economics course (either EC 101 Principles of Microeconomics or EC 102 Principles of Macroeconomics) may be used toward the completion of these three required electives.
• Majors in Accounting and Finance and Aviation Science majors with a concentration in Aviation
Management must take at least two MG courses at the 300 or 400 level, not to include MG 360 or MG 490 to fulfill the elective requirements.

* At least one half of the courses required for the minor must be successfully completed at this college.

**Transfer of Credit After Admission**

In order for undergraduates to receive credit for courses taken at other accredited institutions, approval must be obtained in advance.

Application forms are available in the Registrar’s Office. Applications for approval of a course from another institution should be accompanied by the appropriate catalog from that institution. Transcripts of these approved courses must be submitted to the Registrar’s Office within six weeks after the completion of the course. Approval must be obtained prior to registering for class. It is the student’s responsibility to have official transcripts sent directly by the institution to the Registrar’s Office.

**Honors Program**

The Department of Management offers a Departmental Honors Program in Management. This program provides an opportunity for well-qualified management science majors to conduct independent research and scholarly study in management. Contact the Department of Management for further information concerning eligibility and application.

**Graduate Program**

**Master of Science in Management**

Successful managers in the 21st century must have specialized knowledge and skills to meet a variety of changing and growing demands in the ever-expanding global marketplace. The Master of Science in Management (MSM) program prepares students to apply systems thinking to managerial problems, direct large-scale projects, and lead people and organizations through complex change. The program emphasizes the role of information technology in the modern firm and the organizational changes occurring as a result. In addition, students gain focused instruction in a specific area of interest through one of four four-course concentrations:

- Accounting
- Technology Management
- Marketing
- Organization Development

(The Global Electronic Commerce Concentration is inactive.)

**Master of Science in Management**

For students who hold a bachelor’s degree

The MSM requires 30 credit hours of graduate coursework, including a core of six courses and a concentration area of four courses. The MSM program also requires three foundation courses, MG 500 Computational Statistics, AF 505 Accounting and Finance for Managers, and MG 506 Issues in Management. The foundation courses must be taken prior to taking the core or concentration courses. The foundation course requirements can be satisfied by completion of equivalent undergraduate courses, a statistics course for MG 500, courses in accounting and finance for AF 505, and courses in marketing and law for MG 506. Working knowledge of computers is required for admittance. Students concentrating in accounting will need additional prerequisites. Accounting students may call 508-531-1395 or e-mail a.dept@bridgew.edu for information.

**Five-year Bachelor of Science in Management/Master of Science in Management**

Undergraduate students who have completed at least 30 credit hours of coursework at Bridgewater State College, have completed the undergraduate prerequisites, have taken the GMAT examination, and can complete all requirements for their B.S. or B.A. degree in 30 additional credits may apply for the five-year BS/MSM program. Those admitted take a mix of undergraduate and graduate courses during their fourth and fifth year, and graduate with both degrees. Admission to this program is selective and limited.

**The Master of Science in Management Curriculum**

Candidates for the MSM must successfully complete each of the following core courses:

- MG 501 Systems Research and Problem Solving
- MG 526 Project Management
- MG 576 Organizational Change and Leadership
- MG 581 Information Resources Management
- MG 582 Decision Support Systems
- MG 583 Business Data Communications
Candidates must successfully complete four courses from one of the following concentrations:

**Accounting Concentration**
AF 545 Auditing
AF 560 Advanced Accounting
AF 595 Accounting Seminar (Capstone)
And one elective course from the following:
   AF 567 Advanced Taxation
   AF 593 Financial Statement Analysis and Disclosure

**Marketing Concentration**
MG 510 International Marketing
MG 540 Industrial Marketing
MG 541 Issues in Marketing (Capstone)
MG 594 Marketing Management and Strategy

**Organizational Development Concentration**
MG 571 Organizational Culture and Work Force Diversity
MG 572 Interpersonal and Group Behavior
MG 577 Power and Influence in Organizations
MG 578 Issues in Modern Organizations (Capstone)

**Technology Management Concentration**
MG 527 Product Development Processes
MG 528 Quality and Risk Management
MG 561 Environmental Management
MG 562 Strategic Management of Technological Innovation (Capstone)

For applications and additional information contact the Graduate Admissions Office and specify your interest in the MSM program:
Graduate Admissions Office
Maxwell Library
Bridgewater State College
Bridgewater, MA 02325
(508) 531-2413
INTERDISCIPLINARY AND PREPROFESSIONAL PROGRAMS

AMERICAN STUDIES MINOR
Designed to complement the student’s major, this minor program examines the development of American society and culture from several perspectives. It features a study of the United States through a combination of relevant courses in a variety of academic areas: history, literature, art and architecture, philosophy, religion, political science and others. Through this interdisciplinary focus, the minor encourages an integrated and inclusive sense of the American experience.

The area around Bridgewater is rich in library and museum resources for American studies. In addition to the holdings of Boston-area colleges and universities, there are the collections of the Massachusetts Historical Society, the Pilgrim Museum, Plimoth Plantation, the Whaling Museum in New Bedford, Fuller Museum of Art, the Boston and Providence Athenæums, the John Carter Brown Library and the Harris Collection at Brown University. Bridgewater itself has the Microbook Library of American Civilization and the PCMI humanities collection.

A student wishing to pursue a minor in American Studies will ordinarily be assigned an adviser from the American Studies Committee, and will be expected to take the following sequence of courses in the sophomore, junior and senior years:

Required Courses:
- ID 220 Introduction to American Studies
- ID 420 American Studies Seminar

Elective Courses: In consultation with an American Studies adviser, the student will choose a group of at least four (4) additional courses in fields related to the program. Most likely these courses will be spread over the junior and senior years. At least two (2) of these additional courses must be chosen from disciplines outside the student’s major.

For further information, interested students should contact the Department of English.

ASIAN STUDIES MINOR
This multidisciplinary minor in Asian studies gives interested students the opportunity to learn about Asian societies and cultures. Students may focus on East Asia or South Asia or take courses on both regions. The minor emphasizes the importance of understanding the history, geography, philosophy, government, sociology and cultures of Asia in order to understand these societies. It will give students greater strength in academic, career and professional preparation.

Students may pursue a minor in Asian Studies by taking a combination of 18 credit hours or core and elective credits from the courses listed below. Students interested in the Asian Studies Minor, should contact Dr. Wing-kai To in the Department of History.

Required core courses:
Three courses from three of the following areas (limited to one course from each area):

1. GS 384 Geography of Asia
2. HI 151 Asian Civilization
   HI 480 History of Imperial China
   HI 482 History of Modern Japan
   HI 483 South Asia: The Modern Period
3. PL 212 Philosophies of India
   PL 213 Philosophies of China and Japan
4. PO 330 Asian Politics
   SO 210 Society and Culture of Modern India
   SO 217 East Asian Societies: China and Japan

Elective courses:
Three additional courses taken from remaining core courses above or from the following list:

AH 205 Far Eastern Art
CC 365 Introduction to Intercultural Communication
CC 462 Patterns of International Communication
CT 222 Asian Theatre
HI 481 China Under Communism
HI 484 War and Revolution in Modern Asia
LC 101 Elementary Chinese I
LC 102 Elementary Chinese II
LJ 101 Elementary Japanese I
LJ 102 Elementary Japanese II
LJ 151 Intermediate Japanese I
LJ 172 Business Japanese
PE 345 Sport and Physical Education in East Asian Culture
PE 346 Sport and Culture in India
PY 200 Non-Western Theories of Personality
SO 221 Religion and Society in Modern Asia
**Canadian Studies Minor**
The minor has been developed as an area study in response to faculty, student and regional interest. The national origins of a large portion of the population of Southeastern Massachusetts reflect strong Canadian ties from both the French and English communities.

The program is designed to supplement and give a multicultural dimension to one's major by an in-depth study of our northern neighbor. The study is presented in the following academic areas: history, literature, geography, management, music, economics, sociology and political science.

Students may enter the Canadian Studies minor during the sophomore or junior year and will be assigned an adviser in their major field, usually a member of the College Council for Canadian Studies.

In addition to ID 200, An Introduction to Canadian Studies, students in the program should select courses from those listed below.

A. Three courses with one from each area:
   1. Area of literature
      EN 283 Major Canadian Writers in English I
      EN 284 Major Canadian Writers in English II
   2. Area of history
      HI 487 Canadian History to Confederation
      HI 488 Canadian History since Confederation
   3. Area of geography or political science
      GS 386 Geography of Canada
      PO 386 Canadian Policies

B. Two additional courses selected from the following list:
   GS 386 Geography of Canada
   HI 487 Canadian History to Confederation
   PO 386 Canadian Policies
   MU 368 Folk Music of Canada

C. One additional course:
   HI 489 History of Canadian-American Relations

Total of 18 credit hours.

Students in the minor are encouraged to have some familiarity with French.

For further details contact Professor Anthony Cicerone of the Department of Economics, telephone (508) 531-2421. Web site: www.bridgew.edu/canada

**Chemistry-Geology Major**
A major in chemistry-geology is offered jointly by the Department of Chemical Sciences and the Department of Earth Sciences and Geography. This program is designed to prepare students for graduate school and professional employment in geochemistry and geology. Careers in these fields may involve environmental consulting, petroleum, mineral and groundwater exploration or research in geochronology, mineralogy, crystallography and oceanography. This major is particularly suited to students interested in chemical or geological oceanography. The program is flexible in that it allows the student to specialize in a variety of areas by suitable choice of electives.

Chemistry-geology majors are required to take the following courses: CH 141-142 Chemical Principles I-II (or CH 131-132 General Chemistry I-II); ES 100 Physical Geology, ES 101 Historical Geology, ES 311 Geochemistry, and ES 372 Mineralogy. In addition to the above requirements, majors must elect a minimum of two additional semesters of chemistry, two semesters of physics and two semesters of mathematics. In addition to these electives the student must elect a minimum of six hours of chemistry or earth sciences or mathematics or physics which have been approved by the student's adviser.

**General Education Requirements (GER)**
A minimum of 120 earned hours is required for graduation. These earned hours include General Education Requirements as specified in the Undergraduate Academic Programs section of this catalog. For additional graduation requirements, see the Undergraduate Academic Policies section of this catalog.

The chemistry-geology major at Bridgewater State College is recognized by the New England Regional Student Program as an undergraduate four-year degree opportunity for residents of New England. Students who are legal residents of Connecticut, Maine, New Hampshire, Rhode Island or Vermont accepted for study in this major will pay the in-state tuition rate plus surcharge tuition.
Dance Minor
The dance minor is an interdisciplinary program in the theatre arts and physical education programs. The objective is to give a solid liberal arts experience in the art of dance. The program includes the study of techniques of various styles of dance, dance history and theory, choreography and production.

Courses include:
CT/PE 255 Creative Dance I
CT/PE 256 Creative Dance II
CT/PE 251 Dance History
CT/PE 155 Dance Practicum (two semesters)
CT/PE 357 Dance Production Theory
CT/PE 358 Dance Production Techniques
PE 154 Ballet

Four credits in the following:
PE 153 Jazz Dance
PE 166 African Dance
PE 167 Street Dance
PE 258 Modern Dance Technique
PE 259 Dance Repertory
PE 262 Modern Dance II
PE 243 Ballet II
PE 253 Jazz Dance II

Choose one:
PE 161 Folk Dance
PE 164 Square Dance
PE 168 Ballroom Dance
MU 160 Music: A Listening Approach (recommended but not required)

All activity courses successfully completed in this minor count toward the minimum 120 degree credits required for graduation.

Health Resources Management Minor
Students from relevant liberal arts and other related programs may elect this minor to develop the skills and background knowledge to gain employment at the entry level of health care delivery management. This minor is most appropriate for students in the social sciences, social work, physical education, communication studies, management and other human service oriented professions.

Required Courses:
HE 102 Health and Wellness
HE/SW 403 Interdisciplinary Approaches to the Delivery of Health Services
HE 474 Community Health
AF 240 Accounting I
MG 130 Principles of Management
MG 140 Human Resources Management

Electives (choose one):
HE 401 Human Sexuality
HE 405 Drugs in Society
HE 471 Nutrition
HE 477 Environmental and Consumer Health
AF 241 Accounting II
MG 200 Marketing Principles
MG 375 Personnel Development
AF 385 Managerial Finance

Irish-American Studies Minor
The minor in Irish-American studies has been developed as an area of study in response to faculty, student and regional interest. The national origin of a large portion of the population of Southeastern Massachusetts reflects Irish and Irish-American ties.

The program has been developed in collaboration with Massasoit Community College and is designed to provide opportunities to learn about Irish immigration to America and the Irish-American experience. The minor is an integrated program involving anthropology, art, history, literature, popular culture and sociology.

Students may pursue a minor in Irish-American Studies by taking a combination of 18 credit hours consisting of two required courses (6 credit hours) and four elective courses (12 credit hours) selected from the courses listed below. Students may take one elective (with approval of the co-directors) at another institution (such as Boston College, University of Massachusetts-Boston, or Stonehill College). At least nine credit hours must be taken at Bridgewater State College.

The minor also sponsors summer programs in Ireland.

I. Required course:
   ID 216 Introduction to Irish-American Studies

II. Select two courses:
   EN 251 Literary Themes: Irish-American Literature
   EN 398 Film Study: Genres (Irish-American)
   SO 225 The Irish-American Experience
   11142 Irish-American Literature I or II (Massasoit)
   22212 Irish-American History (Massasoit)
Select two courses, with one from each area:

III. These courses focus primarily on Irish content
EN 381 Irish Literature I
EN 382 Irish Literature II
HI 439 Topics in Non-United States History: Ireland 1798-1922
ID 416 Irish-American Seminar
ID 427 Ireland in Literature and History, 1798-1922
11145 Seminar in Ireland (Massasoit)
22211 History of Modern Ireland (Massasoit)

IV. The following courses do not focus exclusively on Irish-America. However, they provide useful historical contexts and analytical frameworks to further students' understanding of the Irish in America.
HI 461 American Immigration and Ethnicity
AN/SO 315 Ethnic Experience in America
AN/SO 426 Seminar: New England Ethnic and Regional Communities
SO 312 Discrimination and Prejudice

V. Students must complete the minor by taking one additional capstone course:
ID 416 Irish-American Seminar

Students interested in the Irish-American Studies minor should contact Assistant Professor Patricia Fanning of the Department of Sociology, Anthropology and Criminal Justice.

**Latin American and Caribbean Studies Minor**

The Latin American and Caribbean Studies program at Bridgewater State College gives interested students the opportunity to use the analytical tools of various disciplines to learn about the societies of Middle America, South America, and the Caribbean, including the Latin American diaspora in the United States and elsewhere. Students from any discipline may choose a minor in Latin American and Caribbean Studies. By allowing students to develop an understanding of a region that is adjacent to the United States and increasingly integrated politically, economically, and culturally, this minor will enhance their academic and professional preparation.

Students seeking a minor in Latin American and Caribbean Studies must complete 18 credits of courses in at least three disciplines from among the courses listed below. Students pursuing this minor are strongly encouraged to complete courses in Spanish, Portuguese, or another language of the region, at least to the intermediate level.

**Anthropology**
- AN 213 Latin American Peoples and Cultures
- AN 399 Special Topics in Anthropology

**Geography as a Social Science**
- GS 358 Geography of Latin America
- *†GS 550 Contemporary Issues in Geography

**History**
- HI 422 Slavery and Race in the Atlantic World
- † HI 439 Topics in Non-United States History
- HI 477 Latin America: The Colonial Period
- HI 478 Latin America: The National Period
- † HI 495 Undergraduate History Colloquium
- * HI 560 Topical Seminar: Latin America

**Spanish**
- LS 310 Contemporary Latin American Short Story
- LS 320 Latin American Poetry
- LS 392 Spanish-American Civilization
- LS 402 Survey of Spanish-American Literature
- LS 430 Topics in Spanish-American Literature
- LS 490 Seminar in Hispanic Literature
- LS 495 Seminar in Spanish-American Literature

**Political Science**
- PO 381 United States-Latin American Relations
- PO 382 Latin American Government and Politics
- PO 488 Politics and Development in the Third World

**Social Work**
- SW 270 Social Work Issues of Diversity and Oppression

† Special-topics courses that can be included in the minor, depending upon the specific topic covered, with prior permission of the Latin American and Caribbean Studies Program Coordinator.

* Formal application required. See “Graduate and Undergraduate Credit” in the Graduate and Continuing Education section of this catalog.
Oceanography

Courses related to oceanography are offered as a cooperative effort of the Departments of Biological Sciences, Chemical Sciences, Earth Sciences and Geography and Physics. This emphasis is designed to prepare students for graduate studies in oceanography.

Most graduate schools of oceanography require an undergraduate major in biology, chemistry, earth sciences, or physics. All students interested in an oceanography program should major in one of these disciplines. Graduate schools of oceanography expect students to include most of the following courses (or comparable ones) in their undergraduate programs: Calculus I and II, General Chemistry I and II, Quantitative Analysis, General Physics I and II, Biology I, Biology II, Marine Biology, Physical Geology, Biological Oceanography and Physical Oceanography.

These courses, together with one of the majors indicated above, provide the basic foundation for further study in one of the four principal branches of oceanography: biological oceanography, chemical oceanography, geological oceanography and physical oceanography. A student who is interested in oceanography should consult both his/her major adviser and one of the oceanography advisers before registering for courses in his/her freshman year or as soon as possible thereafter. Oceanography advisers are: Dr. Peter Saccoca (Earth Sciences); Dr. Frank Gorga (Chemistry); Dr. Hardy Moore (Biology).

Pre-Medical, Pre-Dental, Pre-Veterinary and Other Medically Oriented Professions

The Department of Biological Sciences can advise any college student interested in most of the medically oriented professions such as pre-medical, dental, veterinary, physical therapy, osteopathic, chiropractic, podiatry and physician’s assistant, as to recommended courses for each area, professional schools’ requirements, how to apply and how to prepare for the MCATs, DCATs, VCATs and GREs, where applicable. Pertinent information and guidance is available through the pre-medical adviser in the Department of Biological Sciences.

Pre-Engineering

Preprofessional training for students planning to enter engineering schools is provided by Bridgewater State College. Engineering schools expect prospective students to have demonstrated competency in areas such as mathematics, physics, chemistry, and computer science.

Students who are interested in engineering should consult with the chairperson in the Department of Physics.

Pre-Law

Advising for students considering entering law school after graduation is provided by Bridgewater State College. Law schools are generally seeking students with strong academic liberal arts backgrounds who have demonstrated a high degree of competence in the ability to write with clarity, reason logically and analyze complex ideas. While law students therefore come from a variety of majors, it is useful to have a balanced curriculum with some preparation in history, English, government and philosophy. Students interested in a legal career should consult with Professor Mark Kemper of the Department of Political Science or Professor Aeon Skoble of The Department of Philosophy.

Public History Minor

A program of courses offered by the Departments of History and Sociology, Anthropology and Criminal Justice to provide students with education and training for professional positions in public institutions such as museums, government offices, historical societies, national parks and in business. The program is designed to serve the Southeastern Massachusetts region.

Students will choose courses from those listed below:

Required courses:
HI 392 History Seminar
HI 492 Historical Museum Management
or
HI 493 Museum Management: A Practicum
HI 498 Internship in History
AN 103 Introduction to Archeology
AN 403 Archeological Field Excavation in Prehistoric Sites in New England
or
AN 328 Archeology of North America
AN 410 Public Archeology

Suggested Electives:
HI 440 Topics in United States History: Public History
HI 441 United States History: The Colonial Period 1607-1763
Each student must achieve proficiency in the Russian language (up to the intermediate level), but only six credits can be applied to the area program or any other Slavic language. Each requirement can be met by CLEP.

Three credits of each subject taken within the Slavic area studies can also be applied to student’s major.

Students participating in the program are encouraged to go beyond the minimum requirements and take additional general education electives in this area. Additional courses can be taken with the approval of the Slavic Council at other Massachusetts State Colleges.

Each student who completes the program will be credited with a minor in the area, and in addition will receive “A Certificate of Completing Area Studies: Slavic.”

The requirements for the minor include:
- LR 151-152 Intermediate Russian I-II
- HI 436 History of East-Central Europe since 1918 or HI 434 Modern Russia to 1917 or HI 435 History of the U.S.S.R.
- GS 380 Geography of Russia/C.I.S.

Select two of the following courses:
- EC 320 Comparative Economic Systems
- PO 275 Comparative Government
- PO 383 Comparative Political Systems

For further details contact the Department of History.
the following courses: AR 130 Two-Dimensional Design, AR 125 Drawing I, AR 230 Painting I, AR 240 Sculpture I, AR 225 Drawing II, AR 499 (1 cr.) Directed Study. Students majoring in art should minor in one of the natural sciences or mathematics. It is strongly recommended that all students take at least one course in each of the natural sciences and mathematics. In addition to their regular advisers (majors and minors), students are encouraged to consult with Dr. Stephen Smalley of the Department of Art.

**Urban Affairs Minor**

The college offers a multidisciplinary minor in urban affairs under the auspices of the earth sciences and geography, economics, history, political science, psychology and sociology, anthropology, and criminal justice departments. The primary purpose of this minor is to provide students with a broader understanding of and sensitivity to the complex problems facing the urban environment through the combined efforts of different disciplines at the college. The minor, through its internship program, is designed to provide students with an opportunity for direct contact and work in fields such as urban planning, urban government, social welfare, social psychology and urban education.

Some examples of internships which are assigned according to the abilities, interests and background of the student and the current needs of the cooperating communities or agencies are:

**Department of Earth Sciences and Geography:**

City and regional planning; economic development, land use, environmental protection, transportation studies, cartography/drafting, business/bank locations and market studies.

**Department of History:**

Working with historical affairs commissions, assisting community organizations in oral history projects and writing about local history.

**School of Arts and Sciences:**

Working in human services agencies, survey research in public institutions, work in community organizations and voluntary agencies.

**Option A**

Four out of the following seven courses:

AN 306 Urban Anthropology
EC 350 Urban Economic Problems and Policies
HI 463 History of the American City
PY 210 Applied Social Psychology
GS 353 Urban Geography
SO 306 Cities and People: Urban Sociology
PO 376 Urban Politics

Internship: (6) credits (Equal to 8 weeks, full time or 16 weeks, half time)

**Option B**

Four out of the six courses listed under Option A, plus two courses from the list below:

GE 354 Field Methods in Urban Geography
HI 462 American Labor History
PO 277 American Government: State and Local
SO 312 Discrimination and Prejudice
499 Directed Study in individual participating departments

Courses taken to satisfy requirements of a major may not be counted in the minor. Students interested in this program are encouraged to take their general education electives in the area of minority studies.

Students interested in this program should contact:
1. Assistant Professor, Bettina Aten, Department of Earth Sciences and Geography
2. Professor Jean Stonehouse, Department of History

**Women’s Studies Minor**

Women’s studies at Bridgewater State College was established in 1983, and is part of a rapidly growing course of study nationwide. Women’s studies is an interdisciplinary minor which combines the analytical tools of different disciplines such as anthropology, psychology, sociology, literature, history, philosophy, etc., when studying the world.

Women’s studies is dedicated to the study of women and gender. Gender is the idea of difference between the sexes, and all the assumptions, stereotypes and expectations that accompany these ideas. The minor looks at women and gender issues around the world, but since gender does not give a full understanding to women’s lives, we consider other factors such as race, class, culture and sexuality. The minor combines these tools and areas of interest into what we call an “integrative analysis.” The objective is to introduce students to analytical tools and basic approaches to the study of women in a variety of fields.
Students in the women's studies have found that a minor in women's studies enhances their major curriculum by broadening their lens of inquiry, encouraging them to ask new and meaningful questions about women and men, and seeing the world in a more meaningful way. Students of women's studies go on to graduate school in women's studies and in other disciplines, become teachers, librarians, attorneys, writers, reporters, labor organizers, social workers, counselors, ministers, performers, midwives, doctors and more.

**Women's Studies Minor**

Students are required to take six women's studies courses to complete the women's studies minor, including:

- WS/ID 240 – Critical Perspectives in Women's Studies
- 15 credits selected from the list below of approved women's studies courses to include:

  6 credits in literature, history, philosophy and/or the arts
  6 credits in social sciences, behavioral sciences and/or natural sciences
  3 credits of electives

**NOTE:** No more than two courses from the 15 credits may be taken in the same department.

**Art**

AH 308 Women in the Visual Arts

**Anthropology**

AN 417 Seminar: She/He “Two Spirits” Gender Cross-Culturally
AN 208 Anthropology of Women
AN 435 Seminar: Global Feminism
AN/SO 314 Women in Myth and Lore

**English**

EN 327 Women Writers: The Female Tradition to 1900
EN 328 Women Writers: The Female Tradition Since 1900
  * Gender and Writing

**Foreign Language**

  * Gender, Sexuality and Politics in Hispanic Cinema

**History**

HI 421 European Women's History: Medieval Renaissance and Reformation
HI 466 Women in American History

**Interdisciplinary**

ID/WS 304 The Psychosocial Development of Women
  * Directed Study in Women's Studies

**Photography**

AR 216 Basic Photography (Learning Community)

**Philosophy**

PL 210 Liberation Ethics
PL 332 Philosophy and Feminist Thought

**Political Science**

PO 476 Women and Politics

**Sociology**

SO 330 Women's Roles: Sociology of Sex and Gender
SO 310 Women and Crime
SO 313 Family Violence
  * Feminist Theory

**Movement Arts**

PE/WS 365 Women in Sports
  * Women's Health Issues

**Social Work**

SW 270 Social Work Issues of Diversity and Oppression

*NOTE:* Certain titles, are offered under departmental topics courses and may be applied to the required electives upon approval of the women's studies coordinator.

For additional information about the Women's Studies minor contact, Dr. Paula Gardner, Department of Communication Studies and Theatre Arts.
COURSE DESCRIPTIONS

The course descriptions include all courses which are taught for academic credit at the college. They are arranged in alpha-numerical sequence by course prefix. At present, the majority of the 500-600 level courses are offered in the evening hours. Students are urged to consult the Course Schedule each semester to determine when specific courses are offered.

COURSE NUMBERING SYSTEM
100 - 299 Introductory courses or courses normally taken during the freshman and sophomore years.
300 - 399 Courses normally taken in the junior or senior years.
400 - 499 Courses normally taken by seniors; open to graduate students if so noted in course schedule.
500 - 699 Courses open only to graduate students (with the exception of those with a “CE” prefix).

GENERAL EDUCATION REQUIREMENT NOTATIONS
Courses designated as satisfying General Education Requirements (GERs) are noted as such in the course description. For a listing of general education requirements and the academic categories under which they fall, please refer to the Undergraduate Academic Programs section of this catalog.

PREREQUISITE NOTATIONS
Prerequisites, if any, are indicated in the course description. Students must have the necessary prerequisite for each course. Prerequisites are indicated with the individual course listing and are enforced at the time of registration. Prerequisite courses taken at institutions other than Bridgewater State College must be documented (transcript or grade report, and in some cases course description) prior to registration.

Students who wish to enroll in a course without the prerequisite(s) must obtain a Prerequisite Override form prior to registering for the course. The form must be signed by the chairperson of the department through which the course is offered and, in some cases, the instructor of the course. Students seeking an override of professional education prerequisites for courses taught through the School of Education and Allied Studies must complete a Request for a Student to Take an Upper Level Professional Education Course Without Formal Program Admission form and obtain the signature of the dean of the School of Education and Allied Studies.

SEMESTER NOTATIONS
In some course descriptions, the list of prerequisites is followed by a semester designation indicating when the course can normally be expected to be offered. This information is provided to assist students and their advisers in planning their programs. Please note, however, that all course listings published are subject to change, and that the college reserves the right to cancel courses or sections with inadequate enrollment.

FORMER COURSE NUMBER NOTATIONS
Some courses have had a change in their course number. The former number is noted in the course description. Credit will not be given for a course repeated under a different number.

CROSS-LISTED COURSES
In some cases, a course in one discipline may be cross-listed with another course in a different discipline. Course descriptions will be listed under each course prefix in the appropriate discipline. For example, EC/PO 340 Law and Economics will be listed under EC (Economics) and PO (Political Science). Students may enroll in such courses under either discipline, but not both.
MEETING TIMES
Courses offered during evening hours normally meet once a week for a full semester or a quarter. Unless specified otherwise, day session courses meet for three 50-minute periods or two 75-minute periods per week for one semester. Most courses count for three credits. Departures from this rule, such as laboratory and studio periods and quarter courses, are indicated in the course description and in the schedule of courses.

Course Prefix Key

<p>| Accounting and Finance     | AF |
| Adult Education            | AE |
| Anthropology               | AN |
| Arabic                     | LA |
| Art                        | AH, AR |
| Athletic Training          | AT |
| Aviation Science           | AS |
| Biology                    | BE, BF, BI |
| Business                   | AF, MG |
| Chemistry                  | CH |
| Chinese                    | LC |
| Coaching                   | PE |
| Communications (see Speech Communication) | CC |
| Communication Disorders    | CD |
| Computer Science           | CP, CS |
| Counseling (see General Counseling, Higher Education Counseling, Mental Health Counseling, School Guidance Counseling) | GC |
| Criminal Justice           | CJ |
| Dance                      | CT, PE |
| Early Childhood            | EA |
| Earth Sciences             | ES |
| Economics                  | EC |
| Education (Graduate)       | ED |
| Education (Middle School, High School, PreK-12) | ED, HS, MS |
| Educational Leadership (formerly School Administration) | ED, SA |
| Elementary Education       | EE |
| English                    | EN |
| English as a Second Language | LE |
| Exercise Physiology         | PE |
| Exercise Science/Health Fitness | PE |
| Finance                    | AF |
| Foreign Languages (also see individual language) | FL |
| French                     | LF |
| Freshman Skills            | FS |
| General Counseling         | GC |
| Geography                  | GE |
| Geography as a Social Science | GS |
| German                     | LG |
| Graduate Program Planning  | GP |
| Guidance and Counseling    | GC |
| Higher Education Counseling | HC |
| Health                     | HE |
| Health Education           | HE |
| Health Promotion           | HE |
| Health Resources Management | HE |
| High School Education (Secondary Education) | ED, HS |
| History                    | HI |
| Information Systems        | CS, MG |
| Instructional Technology   | IT |
| Interdisciplinary Italian   | ID, NS, ID/WS |
| Italian                    | LT |
| Japanese                   | LJ |
| Mental Health Counseling   | MC |
| Library                    | ML |
| Management                 | MG |
| Marketing                  | MG |
| Mathematics                | MA |
| Media                      | ME |
| Middle School Education    | ED, MS |
| Motor Development Therapy/Adapted Physical Education | PE |
| Music                      | MU |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Sciences (see Interdisciplinary)</td>
<td>NS</td>
</tr>
<tr>
<td>Philosophy</td>
<td>PL</td>
</tr>
<tr>
<td>(Philosophy courses are listed after Physics (PH))</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>PE</td>
</tr>
<tr>
<td>Physical Education/Teacher Certification</td>
<td>PE</td>
</tr>
<tr>
<td>Physical Geography</td>
<td>GE</td>
</tr>
<tr>
<td>Physics</td>
<td>PH</td>
</tr>
<tr>
<td>Political Science</td>
<td>PO</td>
</tr>
<tr>
<td>Portuguese</td>
<td>LP</td>
</tr>
<tr>
<td>Psychology</td>
<td>PY</td>
</tr>
<tr>
<td>Reading</td>
<td>RD</td>
</tr>
<tr>
<td>Recreation</td>
<td>RC</td>
</tr>
<tr>
<td>Russian</td>
<td>LR</td>
</tr>
<tr>
<td>School Administration</td>
<td>SA</td>
</tr>
<tr>
<td>School of Education and Allied Studies (SEAS) Master’s Courses</td>
<td>ED</td>
</tr>
<tr>
<td>School Guidance Counseling</td>
<td>SC</td>
</tr>
<tr>
<td>Secondary Education</td>
<td></td>
</tr>
<tr>
<td>(See HS, MS, ED)</td>
<td></td>
</tr>
<tr>
<td>Social Work</td>
<td>SW</td>
</tr>
<tr>
<td>Sociology</td>
<td>SO</td>
</tr>
<tr>
<td>Spanish</td>
<td>LS</td>
</tr>
<tr>
<td>Special Education</td>
<td>SE</td>
</tr>
<tr>
<td>Speech Communication</td>
<td>CC</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>CT</td>
</tr>
<tr>
<td>Women’s Studies (also see Interdisciplinary)</td>
<td>WS</td>
</tr>
</tbody>
</table>
COURSE DESCRIPTIONS

ADULT EDUCATION (AE)

AE 505 The Adult Learner (3 credits)
This course focuses on the adult learner’s physiological, psychological, sociological, and intellectual characteristics and how they affect learning. Adult learning theory and adult development are explored as a means to understand the adult as a learner.

AE 506 Methods and Materials in Adult Learning (3 credits)
This course is a knowledge and skill building course designed for present and future adult learning/adult education practitioners. It will examine the teaching-learning process in a variety of educational/learning settings. It will explore a variety of instructional methods, techniques and strategies, which are effective in adult learning situations. It will also investigate the materials, devices and tools used in instructional design and evaluation of adult learning classes, staff development and training opportunities and related instructional situations.

AE 507 Program Design and Development for Adult Learning (3 credits)
This course is a knowledge and skill building course for present and future adult learning/adult education practitioners. It will examine the concepts and practices relevant to program design and development in traditional and non-traditional settings. Considerations in program design and procedures utilized in effective program development will be presented and discussed.

ACCOUNTING AND FINANCE (AF)

AF 150 Personal Finance (3 credits)
This course examines a range of alternative investments with regard to risk and liquidity. It analyzes and compares such investments as real estate, business ownership, securities and other investment types, considering the effects of taxation and inflation.

AF 240 Accounting I (3 credits)
Preparation of accounting statements; cash receivables, liabilities and inventory valuation; corporate financial reporting. Does not satisfy GERs. Either semester

AF 241 Accounting II (3 credits)
Prerequisite: AF 240
Investments, fund and cash flow analysis, budgetary control, and introduction to cost accounting. Does not satisfy GERs. Either semester

AF 305 Business Law I (3 credits)
The course is a study of the law and the judicial process including tort law, criminal law, agency law, administrative law, and constitutional law. The course emphasizes the common law of contracts. Either semester

AF 340 Intermediate Accounting I (3 credits)
Prerequisite: AF 241
This course develops an understanding of generally accepted accounting principles, the conceptual framework and accounting information systems. Financial statements, cash, temporary investments, receivables and inventories are studied in depth. Fall semester

AF 341 Intermediate Accounting II (3 credits)
Prerequisite: AF 340
This course is a continuation of AF 340. Topics covered include a continuation of inventory valuation, the acquisition, use and retirement of fixed assets, intangible assets, current and long-term liabilities, retained earnings and capital stock. Spring semester

AF 350 Managerial Accounting (3 credits)
Prerequisite: AF 241 and CS 105 or a working knowledge of spreadsheets
A study of management’s use of accounting information to make decisions related to planning, controlling, and evaluating the organization’s operations. The behavior and management costs, as well as techniques used to evaluate and control results of operations are discussed. Topics include: cost terminology, cost behavior, cost-volume-profit analysis, job order costing, activity based costing, segment reporting, budgeting, standards, performance measures and variance analysis, evaluation of decentralized operations, and differential analysis techniques. This course is presented from the perspective of the user of accounting information rather than the preparer of such information. Analytical problem solving techniques and the use of electronic spreadsheets will be utilized as decision-making tools. Either semester

AF 385 Managerial Finance (3 credits)
Prerequisite: AF 241
Provides understanding of the finance function and the responsibilities of the financial manager. Develops concepts and tools for use in effective financial decision making and problem solving. Covers ratio analysis, funds, flow, forecasting, current assets management, budgeting, credit services, formation and cost of capital and impact of operating and financial leverages. Either semester

AF 399 Special Topics in Accounting/Finance (3 credits)
Special topics will be offered in accounting, finance and related subjects.
AF 400-401 Honors Tutorial (3 credits each semester)
Prerequisite: Consent of the department
Special topics in accounting and finance. Open to All-College and Departmental Honors students. Three hourly meetings weekly. AF 400 Fall semester, AF 401 Spring semester

AF 402 Honors Thesis (3 credits)
This course is open to All-College and Departmental Honors students. One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project.

AF 406 Business Law II (3 credits†)
Prerequisite: AF 305
A study of the basic legal principles encountered in the various forms of business organizations and the study of the Uniform Commercial Code chapters on Sales, Commercial Paper, Bank Deposits and Collections, and Secured Transactions. Spring semester

AF 430 Cost Accounting I (3 credits†)
Prerequisite: AF 241 and CS 105 or a working knowledge of spreadsheets
Basic cost concepts and cost procedures for manufacturing enterprises are studied. Job order product costing is emphasized. Topics include manufacturing cost-flow concepts, procedure and controls, factory and departmental burden rates, inventory-costing methods. Spring semester

AF 445 Auditing (3 credits†)
Prerequisite: AF 341, or may be taken concurrently with AF 341 with consent of the instructor
The qualifications and professional code of conduct of the auditor are discussed. Attention is then focused upon auditing procedures including the preparation of audit working papers and other steps required in the course of an audit. Spring semester

AF 455 International Finance (3 credits†)
Prerequisite: AF 385
This course surveys the financial management of multinational corporations. After reviewing foreign exchange rate determinations, it then covers such topics as exchange risks, hedging, interest rate arbitrage, insurance and guarantee programs and international capital markets. Analysis is made of multinational capital budgeting techniques, the cost of capital and working capital management in a multinational corporate setting. Fall semester

AF 460 Advanced Accounting I (3 credits†)
Prerequisite: AF 341
A detailed study of partnerships and corporations including business combinations and segmental reporting of business entities. Fall semester

AF 465 Options and Futures Markets (3 credits†)
Prerequisite: AF 385, AF 490
This course familiarizes the student with two little known but potentially titanic markets in the securities industry. Both options and futures are the wave of things to come. The course begins with an historical account of the origins of the two markets and then an examination of the mechanisms of both markets. Much time is spent on hedging techniques and on the application of futures contracts to the food industries and to banking and life insurance. Spring semester

AF 466 Federal Income Taxation I (3 credits†)
Prerequisite: AF 385
Provides background in Federal Income Tax Law and the regulations of the Treasury Department. Deals primarily with the basic philosophy of taxation, taxable income, allowable deductions and gains and losses in sales and exchanges of property for the individual taxpayer. Emphasizes the development of the ability to utilize various references in dealing with tax problems. Discusses tax planning. Fall semester

AF 470 Accounting Information Systems (3 credits†)
Prerequisite: AF 341, CS 105
This course integrates accounting processes and procedures as they relate to the total information system. Students study the design and implementation of accounting-related information systems. Topics include internal control, design of flowcharts, data flow diagrams, computerized financial reporting and the impact of the accounting function on various elements of the organization. It covers the purchase decision for hardware and software and related accounting considerations. Exposure to the latest accounting software packages will be presented.

AF 476 Insurance and Risk Management (3 credits†)
Prerequisite: AF 385
This course is designed to provide an understanding of the fundamental concepts of risk management in the areas of employee benefit programs, property damage and liability exposures and other business needs for insurance. The course will also provide an overview of the risk bearing industry, its function and importance and its relevance in today's business markets. Emphasis will be on the insurance contracts themselves and the rating plans available. Fall semester

AF 485 Capital Budgeting (3 credits†)
Prerequisite: AF 385
This course explores the decision processes involved in the securing of long term physical corporate assets, or in committed long term intangible assets, including spreadsheet analysis of cash flows, tax implications, decision making criteria, risk analysis and the computation of cost of capital. Spring semester

AF 486 Real Estate Investment and Finance (3 credits†)
Prerequisite: AF 385
This course is designed to provide a comprehensive overview of the subject of real estate finance, including such topics as valuation and appraisal, market analysis, mortgages, inflation

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
effect on real estate markets, taxes and legal considerations. This course will emphasize the fundamental theories that lead to current practice in today’s market conditions and is designed for those finance majors interested in pursuing careers in real estate management, as well as those interested in broadening their understanding of this investment option. 

**Fall semester**

**AF 490 Investments (3 credits)**
*Prerequisite: AF 385*

Provides an understanding of the methods and techniques utilized in analyzing various securities for investment purposes. The importance of the business cycle, economy and regulation is also addressed. 

**AF 492 Intermediate Accounting III (3 credits)**
*Prerequisite: AF 341*

This course is a continuation of AF 341. Topics covered include revenue recognition, income taxes, pensions, leases and financial reporting. Financial reporting will focus on accounting changes, disclosure requirements and the statement of cash flows. 

**AF 498 Internship in Accounting (3-15 credits)**
*Prerequisite: Consent of the department chairperson; formal application required*

A non-classroom experience designed for a limited number of junior and senior majors to complement their academic preparation. Graded on a satisfactory/unsatisfactory basis. 

**AF 499 Directed Study in Accounting (1-3 credits)**
*Prerequisite: Consent of the department chairperson; formal application required*

Open to junior and senior majors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. Graded on a satisfactory/unsatisfactory basis. 

**AF 505 Accounting and Finance (3 credits)**
*Prerequisite: Admission to graduate study or permission of the instructor*

This course presents the fundamentals of accounting and finance for graduate students who have not previously studied these subjects or who need a review of them. Credit cannot be applied toward a graduate degree program.

**AF 511 Principles of Finance for School Business Administration (3 credits)**

The intent of this course is to deepen the student's understanding and appreciation for the role that effective financial management in not-for-profit/municipal settings plays in the daily running of school systems and individual schools. Principles of managerial finance, including financial markets, time value of money, business, financial analysis and planning and the management of current assets will be covered.

**AF 545 Auditing (3 credits)**
*Prerequisite: AF 341*

The qualifications and professional code of conduct of the auditor are discussed. Attention is focused upon auditing procedures including the preparation of audit working papers and other steps required in the course of an audit.

**AF 560 Advanced Accounting (3 credits)**
*Prerequisite: AF 341*

This course covers accounting for investments, business combinations, segmental reporting of business entities, and not for profit and government accounting.

**AF 567 Advanced Taxation (3 credits)**
*Prerequisite: AF 466*

This course examines in greater depth federal income tax law and regulations, with emphases on topics applicable to partnerships, corporations, "S" corporations, and fiduciaries. Also covered are federal gift and estate tax principles, liquidations, and reorganizations. Tax planning and tax research are emphasized, including timing of transactions, appropriate forms of structuring transactions, election of alternative methods, and other lawful means to minimize the impact of taxation.

**AF 593 Financial Statement Analysis and Disclosure (3 credits)**
*Prerequisite: AF 341*

This course covers current techniques and applications of financial statement analysis; exposes students to the contemporary financial reporting environment and current reporting practices of companies; analyzes real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports and related disclosure issues.

**AF 595 Accounting Seminar (Capstone – 3 credits)**
*Prerequisite: AF 341, and completion of 18 credits of graduate course work*

This capstone course develops an integrated understanding of generally accepted accounting principles along with the

---

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.

Other Approved Courses:
AF 431 Cost Accounting II
AF 467 Advanced Taxation
AF 531 Cost Accounting II

ART (AH, AR)

AH 101 Introduction to Art (3 credits)
Emphasis on painting, sculpture, and architecture. Topics include aesthetic principles, artistic styles and their historical contexts, analysis of media and technical processes. A museum visit is assigned. Satisfies the GER in Artistic Modes of Expression. Does not satisfy Art major elective. Either semester

AH 102 Introduction to Architecture (3 credits)
Domestic, religious, commercial and governmental buildings throughout history are studied in terms of elements of style, systems and materials of architectural construction, and the symbolic and expressive qualities of buildings. Satisfies the GER in Artistic Modes of Expression. Does not satisfy Art major elective. Either semester

AH 135-136 Freshman Honors Colloquium
(1 credit each semester)
Prerequisite: Consent of the instructor
Freshman Honors Colloquia in Art allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or artistic project, which provides the major part of the grade. Open to all-college honors students and to others at the discretion of the instructor. Topics vary from semester to semester. AH 135 Fall semester, AH 136 Spring semester

AH 201 Ancient and Medieval Art and Architecture (3 credits)
Major developments in painting, sculpture and architecture are examined from the prehistoric through the late Gothic periods in the Mediterranean area and northern Europe. Emphasis is placed on the evolution of styles and their basis in the needs and values of each culture. A museum visit is assigned. Satisfies the GER in Artistic Modes of Expression. Either semester

AH 202 Renaissance and Baroque Art and Architecture (3 credits)
Major developments in painting, sculpture and architecture are examined from the Renaissance into the modern era in Europe and the United States. Stylistic analysis is integrated with an historical approach. A museum visit is assigned. Satisfies the GER in Artistic Modes of Expression. Either semester

AH 203 American Art and Architecture (3 credits)
Trends in architecture, painting, sculpture and crafts are surveyed prior to the first colonial settlements in America to the achievements of the present day. Included are vernacular, folk, and regional styles. A museum visit is assigned. Satisfies the GER in Artistic Modes of Expression. Either semester

AH 205 Far Eastern Art (3 credits)
Major achievements in architecture, sculpture, pictorial arts and decorative arts of India, China, and Japan will be the focus of this survey, with some attention given to the other cultures of the Far East. A museum visit is assigned. Satisfies the GER in Non-Western Civilization. Offered each fall

AH 208 Survey of Islamic Art and Architecture (3 credits)
This course examines Islamic art, architecture and urbanism from its formation in the seventh century to the present in the Mediterranean region, the Near East and India. The first part of the course focuses on the creation and development of Islamic imperial artistic tradition in the seventh century and its regionalization through the 14th century. The second half of the course emphasizes the grand imperial traditions of the Ottomans, the Safavids and the Mughals and the subsequent effects of colonialization and Westernization. A museum visit is assigned. Satisfies the GER in Non-Western Civilization. Offered each fall

AH 214 Art History Study Tour (3 or 6 credits)
A broad range of topics in the history of art is studied in museums and architectural sites in Europe. Preparatory class work is conducted on campus prior to travel; assignments and exams are completed upon return. This course may be taken twice with different itineraries and course topics for a maximum of 12 credits; please note that only three credits may be applied to the General Education Requirement. Satisfies the GER in Artistic Modes of Expression. Offered January intersession, Spring break and Summer

AH 215 Themes in the Visual Arts (3 credits)
Works of art and/or architecture are examined from the perspective of a common theme, bringing together works by various artists from diverse backgrounds, cultures and historical periods. At the same time, students are introduced to the viewing and analysis of art, the development of personal style and message, and the technical means used to achieve an artist's aim. Satisfies the GER in Artistic Modes of Expression. This course may be repeated for different topics. Offered once every two years

AH 216 History of Graphic Design (3 credits)
The history and theory of graphic design from prehistory through the present. Social, economic, religious, technological and political climates will be addressed in their historical context as their effects relate to the production of graphic design. Satisfies the GER in Artistic Modes of Expression. Offered once every two years

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
AH 218 History of Photography (3 credits)
A historical survey of photography from its beginnings to the present. Formal aspects of photography as art will be examined as well as the theoretical and societl context. Satisfies the GER in Artistic Modes of Expression. Offered once every two years.

AH 286-287 Sophomore Honors Colloquium
(1 credit each semester)
Prerequisite: Consent of the instructor
Sophomore Honors Colloquium in Art allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or artistic project, which provides the major part of the grade. Open to all-college honors students and to others at the discretion of the instructor. Topics vary from semester to semester. AH 286 Fall semester, AH 287 Spring semester.

AH 304 Renaissance Art and Architecture (3 credits)
The development of the arts of architecture, painting, and sculpture in the early, high and late Renaissance, with special emphasis on their interrelationships and their relation to the artistic theories and cultural ideals of the time. Offered once every three years.

AH 308 Women in the Visual Arts (3 credits)
This course will address the historical and contemporary perspectives of women artists, their contributions through traditional and nontraditional art forms, and will examine critically the extent to which this talent and art has not been fully recognized or supported by various cultures and prevailing attitudes. Offered once every two years.

AH 309 Early Modern Art and Architecture (3 credits)
Major developments in painting, sculpture, and architecture are examined from 1850 to 1940. Attention is given to the theoretical foundations for these modern artistic movements as well as their stylistic distinctions. Offered each year.

AH 310 Art and Architecture since 1940 (3 credits)
Prerequisite: AH 309
Major developments in painting, sculpture, architecture and other arts after 1940 are examined, with attention given to how they have reflected the cultural and social ideas and issues of our time. Consideration will be given as well to how the traditional forms and boundaries of the visual arts have been challenged and expanded through new mediums, technologies, and approaches to visual communication. Offered each year.

AH 338/339 Honors Tutorial in Art
(3 credits each semester)
Prerequisite: Consent of the Department Honors Committee
Special topics in art. Open to All-College and Departmental Honors students. Three hourly meetings weekly.

AH 414 Art History Study Tour (Advanced)
(3 or 6 credits†)
A broad range of topics in the history of art is studied in museums and architectural sites in Europe. Preparatory class work is conducted on campus prior to travel; assignments and exams are completed upon return. This course may be taken twice with different itineraries and course topics. Offered January intersession, Spring break and Summer.

AH 485 Honors Thesis in Art (3 credits)
Prerequisite: AH 338, and consent of the Departmental Honors Committee
This course is open to All-College and Departmental Honors students. One-hour weekly meetings with the thesis director will culminate in a thesis comprising both art works and a written corollary. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee, who will review the results as presented by the student.

AH 490 Art History Studies in Oxford (3 credits†)
Prerequisite: Students will normally be expected to be in their junior or senior year.
Select topics in art and architecture will range from studies of art movements and styles with a unique British character to luminaries in British art. Connections will be explored with art and architectural traditions in Europe and beyond. Primary sources such as the Ashmolean Museum in Oxford and the National Portrait Gallery in London will be visited. (This is a special summer program in England at Oxford University. Additional fees are required).

AH 492 Topics in Art History (3 credits†)
Prerequisite: Consent of instructor
This course addresses specific topics of limited or special interest in art history. Specific topics will be announced prior to registration. This course may be repeated for different topics.

AH 499 Directed Study in Art History (1-3 credits)
Prerequisite: Consent of the department; formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. Either semester.

†May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
AH 504 Renaissance Art and Architecture (3 credits)
The development of the arts of architecture, painting and sculpture in the early and high Renaissance, with special emphasis on their interrelationships and their relation to the artistic theories and cultural ideals of the time.

AH 508 Women in the Visual Arts (3 credits)
This course will address the historical and contemporary perspectives of women artists, their contributions through traditional and nontraditional art forms, and will examine critically the extent to which this talent and art had not been fully recognized nor supported by various cultures and prevailing attitudes.

AH 509 Early Modern Art and Architecture (3 credits)
Major developments in painting, sculpture, and architecture are examined from 1850 to 1940. Attention given to the theoretical foundations for these modern artistic movements as well as their stylistic distinctions.

AH 510 Art and Architecture since 1940 (3 credits)
Major developments in painting, sculpture, architecture and other arts after 1940 are examined, with attention given to how they have reflected the cultural and social ideas and issues of our time. Consideration will be given as well to how the traditional forms and boundaries of the visual arts have been challenged and expanded through new mediums, technologies, and approaches to visual communication.

Other Approved Courses:
AH 302 Greek and Roman Art and Architecture
AH 303 Medieval Art and Architecture
AH 305 Seventeenth and Eighteenth Century Art and Architecture
AH 306 Nineteenth Century Art and Architecture
AH 307 Twentieth Century Art and Architecture
AH 302 Greek and Roman Art and Architecture
AH 303 Medieval Art and Architecture
AH 305 Seventeenth and Eighteenth Century Art and Architecture
AH 306 Nineteenth Century Art and Architecture
AH 307 Twentieth Century Art and Architecture

ANTHROPOLOGY (AN)

AN 100 Introduction to Cultural Anthropology (3 credits)
This course introduces basic anthropological concepts and methods of cultural analysis. The problems of ethnocentricity and human cultural variability in human societies of different times and places will be studied. Satisfies the GER in Behavioral Sciences. Either semester

AN 101 Introduction to Physical Anthropology (3 credits)
This course covers the following areas: divisions of anthropology; theories and principles of evolution, primate and hominid evolution and behavior, origins of hominid physical and cultural development and concepts of racial variation. Satisfies the GER in Behavioral Sciences. Either semester

AN 103 Introduction to Archaeology (3 credits)
This course examines research methods, systems of data recording, and analysis and reconstruction of cultural lifeways of past cultures. The conceptual bases of the study of the past are explored through material culture. Satisfies the GER in Behavioral Sciences. Either semester

AN/30 104 Global Human Issues (3 credits)
This interdisciplinary course treats major world problems with particular emphasis upon those faced by non-Western peoples. The interdependence between economically developed and underdeveloped parts of the world will be explored according to such themes as collective versus individual good, short versus long-term planning and cooperation versus competition. Satisfies the GER in Non-Western Civilization. Either semester

AN 110 Introduction to Folklore (3 credits)
This course explores the meanings and subdivisions of folklore: myth, folktale, proverb, riddle and folk-life. It covers the analysis of story elements, major folklore areas and the role of folklore and folk-life in society and culture. Satisfies the GER in Behavioral Sciences. Either semester

AN 111 Myth and Culture (3 credits)
This course introduces the cross-cultural approach to world mythology. Myths of our own and other cultures will be analyzed using several theoretical approaches. Myth will be examined as a fundamental human function, necessary for the well-being of cultures. Satisfies the GER in Behavioral Sciences. Fall semester

AN 115 Anthropology of Race, Class, and Gender (3 credits)
This course will introduce students to how concepts of race, class, and gender have been constructed cross-culturally. Students will use cross-cultural ethnographic examples from egalitarian, ranked, and stratified societies to examine how systems of social inequality based on race, class, and gender are created and maintained; how these social categories are used to promote group loyalties and allegiances; and how global community building can occur across social divides of gender, social class, race, ethnicity and/or nationhood. Satisfies the GER in Behavioral Sciences.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
AN 120 First Nations: Global Indigenous People (3 credits)
This course will introduce students to First Nations or indigenous people globally. Students will investigate prehistoric and contemporary native indigenous ways of life, using examples from Native North and South America, Australia, Africa, and the Pacific Islands, among others. Students will investigate issues of indigenous cultural survival, the current political and economic status of indigenous communities, issues of self-determination, global human rights, and pan-tribalism. Satisfies the GER in Non-Western Civilization.

AN 206 Native Cultures of North America (3 credits)
This cross-cultural course studies the tribal cultures of the United States, Canada and Mexico. Emphasis will be placed on developing an understanding of Native American cultural systems in their traditional settings and on the current status of Native American interaction with government policies and attitudes. Satisfies the GER in Non-Western Civilization. Either semester

AN 208 Anthropology of Women (3 credits)
This course will investigate the relative status of women cross-culturally in a range of non-western settings, including hunter-gatherer bands, horticultural societies, peasantry, nomadic pastoralists and contemporary industrial societies. Women will be examined as they relate to economic resources, political power and authority, kin and non-kin and in religion, myth and lore. Students will analyze conceptually and through cross-cultural data what is meant by sex roles, how they vary cross-culturally and how they are negotiated and maintained. Satisfies the GER in Non-Western Civilization. Either semester

AN 209 Peoples and Cultures of Africa (3 credits)
Prerequisite: AN 100
A survey of the multiplicity of ways in which contemporary societies, rural and urban, arrange their ways of life in a rapidly changing Africa. Satisfies the GER in Non-Western Civilization. Either semester

AN 213 Latin American Peoples and Cultures (3 credits)
This course will investigate the culture, history and development of selected Latin American regions and their contemporary relations with the United States. Mexico/Guatemala and Central and South America will be studied by means of ethnographic and cross-cultural documents of the past and present which reveal changing conditions of society, land ownership, ethnicity and political allegiance. Satisfies the GER in Non-Western Civilization. Either semester

AN 215 The Caribbean (3 credits)
This course examines the creation of Caribbean cultures and societies over 500 years of European conquest and colonization, the impact of the slave trade, emancipation, independence movements and postcolonial state formation. The course explores everyday life in contemporary Caribbean societies considering the intersections of nationality, class, ethnicity, race, gender and religion on the formation of diverse and complex cultures. Satisfies the GER in Non-Western Civilization.

AN 305 Culture Change (3 credits)
Prerequisite: AN 100, AN 101, AN 103 or consent of the instructor
This course focuses on the processes of culture change, intentioned and unintentioned, internal and external. It will explore reaction strategies of cultures toward imminent change. The course concludes with a consideration of how models can be applied to producing non-destructive, non-exploitative culture change. Offered every three years. (formerly AN 205)

AN 307 Anthropology of Religion (3 credits)
The origins and development of religion in society; myth, ritual, magic and religious specialists. Australian, African and American Indian. Offered alternate years, Fall semester

AN 309 Anthropology of Art (3 credits)
This course will consider particular art forms in their cultural contexts. It will begin with forms considered conventional by Western standards - painting and sculpture - and examine them in prehistory and in non-Western contexts. Then the artistic properties of crafts and other types of production not usually accepted as art will be studied: masks, pottery, tools, house plans, arrangements of objects and ritual. The role and philosophy as well as the mystique of the artist will be contrasted in a number of contexts. The imposition of Western art ideology on native cultures, the creation of syncretic and tourist art will be used to epitomize the ongoing interests of anthropology of art. Offered every three years

AN/ SO 314 Women in Myth and Lore (3 credits)
Prerequisite: AN 100, or AN 110, or AN 111, or ID 230, or consent of the instructor
This course will investigate females and the feminine in mythologies and folklore traditions cross-culturally. Native indigenous (African, Australian, South Pacific, Native American); classical (Greek, Egyptian, Roman); and Judeo-Christian mythologies will be analyzed, compared and contrasted. Students will explore mythology and story-telling traditions as they pertain to women and gender cross-culturally.
AN/SO 315 Ethnic Experience in America (3 credits)
Prerequisite: AN 100 or SO 102
This course considers the role of ethnic background in personal and social relationships. The varying interpretations of ethnic culture—its formation and growth in America—are examined while each student looks into his or her personal heritage and the role of tradition in contemporary life. Either semester

AN 319 Contemporary Native Americans (3 credits)
Prerequisite: AN 100, AN 206
This course will explore the problems faced by native or indigenous peoples in the United States today. It will focus on issues of land, tribal recognition, poverty, treatment by government agencies and multi-national corporations and ethnic discrimination. It will also address the ongoing changes in native responses including the American Indian Movement, the revival of native spiritual life, and the problem/opportunity of casino gambling. Offered alternate years, Fall semester

AN 328 Archaeology of North America (3 credits)
Prerequisite: AN 103 or consent of the instructor
The development of prehistoric and proto-historic Native American cultures. Cultural dynamics of hunting-gathering and maize agriculture. Theories of the peopling of the continent will be evaluated. Offered alternate years, Fall semester

AN 330 Medical Anthropology (3 credits)
The course concentrates on health, illness and healing in cross-cultural perspective. It will examine ways in which culture mediates ideas of physical well-being, and will be aimed at dispelling belief in the absolute truth of medical dogma, teaching students to think outside their own cultural biases. It begins with a consideration of body image in a range of different cultures and then proceeds to the varying rationales for normal function and for dysfunction. The healing process as ritual and as scientific procedure, including the theory and practice of healing in different cultures, figures into the course as does the training and outlook of healers—doctors, priests, shamans, nurses, midwives, and others. Finally, the medical systems of several cultures, ancient and modern, industrialized and preindustrial are compared. Offered alternate years

AN 331 Political Anthropology (3 credits)
Prerequisite: AN 100 or consent of the instructor
This course examines political processes in state and “stateless” societies, focusing on the development of political forms in foraging, pastoral, agricultural and industrial societies, mainly in the developing world. The idea that “politics” exist as a sets of practices tied to power that can be observed through anthropological methods will be addressed, along with the development of the subfield of political anthropology itself.

AN 332 Practicum in Field Archaeology (1-3 credits)
Prerequisite: AN 103 (to be taken concurrently), AN 403, or consent of the instructor
Experiential training in the practical skills of field archaeology. Direction in site survey, excavation tactics and strategy, fieldwork supervision, methods of sampling and on-site analysis. Introduction to laboratory work: cataloging, recognizing lithic materials, metric measurement and flotation of organic samples.

AN 340 Myths and Peoples of the Ancient Near East (3 credits)
Prerequisite: AN 100 or AN 110 or AN 111 or AN 307
This course will explore the dimensions of myth as they relate to the cultural life of the peoples of the Ancient Near East: the Egyptians, the Sumerians, the Babylonians and Assyrians, the Hittites, the Phoenicians and the Hebrews. Emphasis will be placed on understanding the context out of which the myths arose, and the ways in which they both described and conditioned the cultural realities to which they related. Offered every other year

AN 399 Special Topics in Anthropology (3 credits)
Prerequisite: One anthropology course or consent of the instructor
Various special topics of current interest in anthropology will be offered from time to time. Topics will be announced before pre-registration. May be taken more than once but only six credits will be counted toward the first 30 hours of the major.

AN 400 Seminar: Anthropological Theory (3 credits†)
Prerequisite: AN 100 and AN 101 or AN 103
This course is a survey of the foundations of cultural and archaeological theory, including cultural evolutionism, structuralism, American historical-particularism, British functionalism and structural-functionalism, French structuralism and current directions in American, European and Third World anthropological thought. Theories of archaeology will also be examined, including traditional evolutionary perspectives; the New Archaeology, and contemporary critiques, drawing upon social systems analysis. Offered alternate years

AN 403 Archaeological Field Excavation in Prehistoric Sites in New England (2-6 credits†)
Prerequisite: Consent of the instructor
Intensive training in excavation techniques, field recording, and primary cataloging and analysis of archaeological materials. Offered in summer only

†May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
AN 404 Seminar: Culture and Consciousness (3 credits)
Prerequisite: AN 100, PY 100 and any one of the following: AN 110, AN 111, AN 307
This course is an experiment in the study of how consciousness, and particularly the idea of the unconscious, is con- structed and constructed in various cultural contexts. We will work towards an understanding of consciousness in cultural context as a means of understanding cultures at their deepest levels, including our own. An important component of the course will be class dreamwork sharing sessions. Offered alternate Spring semesters.

AN/HI 409 Mesoamerican Societies and Cultures (3 credits†)
Prerequisite: AN 100 or AN 213
This course examines some of the major societies and culture areas in Mesoamerica (Mexico and Central America) from ten thousand years before present up to and through the early conquest period (the 16th century). Cultures to be examined include the Olmec, Teotihuacan, Toltecs, Aztecs and Maya. Issues of daily life, family, gender roles, religion, trade, warfare, politics, culture and reactions to conquest will be considered.

AN 410 Public Archaeology (3 credits†)
Prerequisite: AN 103 and at least 2 credits in AN 323 or AN 332, AN 403 or consent of the instructor
An introduction to public archaeology, its history of development. Emphasis will be placed on the basic knowledge and training necessary for careers in contract archaeology and cultural resource management: 1) to introduce students to the history of the development of public archaeology; 2) to study the federal, state, and local legislation protecting archaeological resources; 3) to provide administrative training for doing contract archaeology - contract and research proposal development, report writing, Environmental Impact Statement interpretation and to provide a basic background for cultural resource management careers. Offered alternate years, Spring semester.

AN 415 Anthropology of Education (3 credits)
Prerequisite: AN 100 or consent of the instructor
This course introduces students to anthropological ap- proaches to analyzing and understanding learning, schools, and education systems cross-culturally. Students investigate schools as agents of child socialization and enculturation; compare U.S. schools, education systems, and school cultures to learning, schools, and education in other societies; and examine how educational institutions relate to other aspects of culture. Cross-cultural data include indigenous and contemporary Native North America, Africa, Japan, Germany, and other settings globally.

† May also be taken for graduate level credit.

AN 417 Seminar: She/He “Two Spirits” Gender Cross-Culturally (3 credits)
Prerequisite: AN 100 or ID 230
This course introduces students to cross-cultural construc- tions of gender. Gender and sexuality are differentiated and students explore how gender is a cultural construct which varies cross-culturally. Students will explore a range of gender expressions, including homosexual males, lesbians, transgendered, bisexuals, and Native American Two Spirits. Issues of masculinity, femininity and alternate genders will be examined in Euro-American, Latin American, Asian, Native American and other cross-cultural settings. Offered alternate years.

AN 420 Visual Anthropology (3 credits†)
Prerequisite: AN 100
This course is grounded in interpretive and semiotic theories and examines the uses of images for cultural documentation, interpretation, and analysis. Students will examine the roles of objectivity, ideology, and perspective in the production and interpretation of visual images in motion and still photography. Emphasis will be on how visual images represent the cultural, vis-a-vis gender, social class, ethnicity and socio-cultural context. Offered alternate years.

AN 425 Seminar: Problems of New England Archaeology (3 credits†)
Prerequisite: AN 103, AN 206, and AN 328
This is an intensive seminar course in local pre-Contact and post-Contact archaeology. It will explore the cultural and environmental evidence for settlement patterns in the northeastern United States and adjacent provinces of Canada. Important considerations will include how we know what we think we know, and why we do not currently know more about the lifeways of the past inhabitants of this area. Individual research papers will be assigned. This course may be used in place of any of the cognate courses required for the public archaeology concentration except for SO 403 and ES 100.

AN/SO 426 Seminar: New England Ethnic and Regional Communities (3 credits†)
Prerequisite: AN 100 or SO 102, and AN/SO 315
This course will explore theories of ethnic persistence and change as they pertain to New England's ethnic and social communities, such as Cape Verdians, Asians, African Americans, Italians, Jews and Homosexuals. Cultural traditions, social institutions, and changing beliefs of New England's ethnic and regional communities will be examined through critical analyses of relevant cultural materials, including sociological data, folklore, oral traditions, celebrations and the media. Offered every third year.

AN 435 Seminar: Global Feminism (3 credits)
Prerequisite: One of the following: AN/SO 104, AN 100, SO 102, or ID 230
This course will explore the range and content of women's
activism, agency and feminist consciousness-raising globally around a range of issues, including education, health care, sexual politics, political participation, the division of labor and labor force participation, self-determination and participation in local feminist movements. Students will explore women's feminism and activism globally, the relationship of local cultural practices to women's and feminist movements, and what women are doing to work as agents of self-empowerment and self-determination globally.

AN/CJ/SO 485 Honors Thesis (3 credits)
Prerequisite: Admission to the Departmental Honors Program and Senior Status
This course is open to Commonwealth and Departmental Honors students. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending on the scope of the project. The Departmental Honors Committee will determine if the final version of the thesis qualifies the student to graduate with Honors.

AN 498 Field Experience in Anthropology (3-15 credits)
Prerequisite: Consent of the instructor; formal application required
The field experience provides an opportunity for students to apply methods of fieldwork in ongoing societies, to design field studies, to learn methods for collection and analysis of empirical data, and to participate in experimental field projects.

AN 499 Directed Study in Anthropology (1-3 credits)
Prerequisite: Consent of the department; formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits.

AN 502 Research (credit to be arranged)
Original research undertaken by the graduate student in his field. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.

AN 503 Directed Study (credit to be arranged)
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.

AN 526 Cultural Resource Management (3 credits)
Prerequisite: AN 103, AN 333, AN 403, AN 410 or equivalents
For graduate students seeking employment in the field of conservation archaeology. A detailed survey of the techniques and importance of cultural resource management,

including archival research, field strategies, conservation of finds, report writing and archaeological legislation. Individual research papers will be assigned.

AN 560 Special Topics in Anthropology (variable credit)
Prerequisite: Prerequisite will depend on the topic
Special topics of current relevance to anthropology will be offered from time to time. The topic to be offered will be announced in pre-registration publications. This course may be taken more than once, with the permission of the department.

Other Approved Courses:
AN 304 Personality and Culture
AN 306 Urban Anthropology
AN 311 The Emergence of Cities
AN 321 Comparative Social Structures
AN 322 War, Peace and Culture
AN 333 Archaeological Theory
AN 345 Cooperation in Cultures
AN 510 Symbolic Anthropology
AN 520 Ethnographic Film
AN 525 Problems of New England Archaeology
AN 590 Seminar: Community Cultures in Southeastern Massachusetts

ART (AR, AH)

AR 125 Drawing I (3 credits)
Basic concepts of perspective, modeling in light and dark and contour drawing are explored through various media and techniques including pencil, pen and ink, ink wash and charcoal. Subjects may include the nude figure. Six hours per week.* Satisfies the GER in Artistic Modes of Expression (Studio course). Either semester

AR 130 Two-Dimensional Design (3 credits)
Fundamental elements and principles of two-dimensional design, including color, shape, line, texture, balance, space and the organization of these elements in a work of art are studied through studio exercises. Six hours per week.* Satisfies the GER in Artistic Modes of Expression (Studio course). Either semester

AR 135-136 Freshman Honors Colloquium (1 credit each semester)
Prerequisite: consent of the instructor
Freshman Honors Colloquium in Art allows exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or artistic project, which provides the major part of the grade. Open to All-College Honors students and to others at the discretion of the instructor. Topics vary from semester to semester. AR 135 Fall semester, AR 136 Spring semester

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
AR 140 Three-Dimensional Design (3 credits)
Studio projects are concerned with the elements and composition of form and mass in three-dimensional space, including aspects of media, surfaces and dynamics of interacting forms and space. Six hours per week. * Satisfies the GER in Artistic Modes of Expression (Studio course). Either semester

AR 205 Three Dimensional Modeling and Animation (3 credits)
Prerequisite: AR 130 or consent of instructor
The aesthetics, theory, context and methods of three-dimensional imaging will be expressed in creative digital environments. Technique and software will be covered as appropriate to assigned and student initiated work. This course will consist of studio, lecture and readings. Six hours per week.* Offered every third semester

AR 216 Basic Photography (3 credits)
This course examines the historical foundations of photography and the fundamentals of photographic techniques such as lenses, lighting, filters and exposure. Through regular shooting assignments in black and white, students develop an ability to appreciate photographic technology and visual aesthetics by making and appraising their own photographs. Students must have access to an adjustable camera. A gallery/museum visit is assigned. * Satisfies the GER in the Artistic Modes of Expression (Studio course). Either semester

AR 225 Drawing II (3 credits)
Prerequisite: AR 125 or consent of the instructor
Advanced study of drawing style and technique with emphasis on the human figure including the nude model. Six hours per week. * Either semester

AR 230 Painting I (3 credits)
Prerequisite: AR 125 and AR 130 or consent of the instructor
Basic skills, picture organization, and painting techniques applied to assigned problems. Field trips to museums and galleries. Six hours per week. * Either semester

AR 235 Watercolor Painting I (3 credits)
Prerequisite: AR 125 or AR 130
Development of transparent watercolor techniques and pictorial composition. Six hours per week. * Either semester, offered once each year

AR 240 Sculpture I (3 credits)
Prerequisite: AR 140 or consent of the instructor
Design experimentation with traditional and new problems in a wide range of media. Six hours per week. * Either semester

AR 255 Printmaking I (3 credits)
Prerequisite: AR 125 and AR 130 or consent of the instructor
A basic introduction to the fundamentals of the various printmaking processes, intaglio, lithography, silkscreen and relief. Six hours per week. * Either semester

AR 260 Introduction to Graphic Design (3 credits)
Prerequisite: AR 130
Introduction to graphic design concepts and creative development. The application of design principles to specific projects dealing with typography, package design, visual design and layout. Six hours per week. * Either semester

AR 265 Introduction to Computer Art and Design (3 credits)
Prerequisite: AR 130
Students will explore several computer art and design programs in this introductory course. Emphasis is upon learning and developing skills in vector drawing, raster painting and image-processing using the computer. Students will learn how to use the computer as an artist's/designer's tool. * Either semester

AR 270 Ceramics I (3 credits)
Introduction to materials and techniques including hand-building, wheelwork, decorating and firing. Six hours per week. * Either semester

AR 273 Glass I (3 credits)
Prerequisite: AR 130 or consent of the instructor
An exploration of the technical, traditional and contemporary, and aesthetic possibilities of glass: copper foil, lead came work, fusing, slumping and enamels. Six hours per week. * Either semester

AR 280 Metals I (3 credits)
Basic design, construction, and forming techniques. Jewelry, constructed forms, sculpture. Six hours per week. * Either semester

AR 286-287 Sophomore Honors Colloquium (1 credit each semester)
Prerequisite: Consent of the instructor
Sophomore Honors Colloquium in Art allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or artistic project, which provides the major part of the grade. Open to All-College Honors students and to others at the discretion of the instructor. Topics vary from semester to semester. * AR 286 Fall semester; AR 287 Spring semester

AR 290 Weaving I (3 credits)
Introduction to traditional and contemporary weaving and related techniques. Assigned projects stress the aesthetic

* Additional fee required

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
AR 315 Drawing/Painting: Coastal Maine Workshop (3 credits)
A two-week in-residence workshop in coastal Maine where shorelines, ocean, woods and local villages interact to provide an aesthetic unique to the region. Drawing and/or painting activities will have a particular relationship to the natural surroundings. May be taken twice for a total of 6 credits. * 
Offered summers only

AR 316 Intermediate Photography (3 credits)
Prerequisite: AR 216 or consent of the instructor
This course is for those students who have a basic working knowledge of black and white photography. The student will increase visual awareness through regular shooting assignments and critiques. Included are an introduction to the Zone System, the relationship between exposure, film development and the printing process, print toning, controlling contrast, print finishing, visual composition and self-critiquing. The student will need an adjustable camera. A hand-held light meter, tripod and cable release are suggested. Six hours per week. * Either semester

AR 318 Photography Techniques (3 credits)
Prerequisite: AR 216 and consent of the instructor
The student will acquire and practice advanced photography skills. Techniques such as proper print finishing, print toning, preparation of black and white and color slides, use of the copy stand and the fundamentals of color printing are included. This course is recommended for those students who have taken a basic photography course or its equivalent. Six hours per week. * Either semester

AR 319 Field Experience in Photography (3 credits)
Prerequisite: AR 216 or consent of the instructor
During the semester, the students will be taken on a series of field trips. While on location, the instructor will assist students in determining good composition, solving problems related to light measurement and determining correct exposure under a variety of conditions. Emphasis will be placed on regular shooting assignments in the field and critiques, which will be held on campus or at a suitable off-campus location. Students must have access to an adjustable camera, a tripod, a cable release and a gray card. Although not necessary, it is desirable for the student to have a hand-held light meter. * Offered evenings and summers only.

AR 325 Advanced Drawing (3 credits)
Prerequisite: AR 125, AR 225, and consent of the instructor
Advanced projects will be undertaken in chosen media under direct supervision of a faculty member. This course may be taken three times. Six hours per week. * Either semester

* Additional fee required

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.

AR 330 Painting II (3 credits)
Prerequisite: AR 230 or consent of the instructor
Advanced projects will be planned according to the individual's stylistic development. Six hours per week. * Either semester

AR 331 Color Studio (3 credits)
Prerequisite: AR 130
Color theories will be explored through practical exercises. Topics covered in the course include color wheel systems, the visual properties of color, color mixing in theory and practice, optical color effects, subjective color, and color schemes and harmonies, as well as the theories of Seurat, Kandinsky, Albers and Goethe. Six hours per week. *

AR 335 Watercolor Painting II (3 credits)
Prerequisite: AR 235 or consent of the instructor
Advanced work in transparent watercolor planned according to the individual's stylistic development. Six hours per week. *
Offered once each year

AR 338-339 Honors Tutorial in Art (3 credits each semester)
Prerequisite: Consent of the Departmental Honors Committee
Special topics in art. Open to All-College and Departmental Honors students. Three hourly meetings weekly.*

AR 340 Sculpture II (3 credits)
Prerequisite: AR 240 or consent of the instructor
Advanced projects in design and media. Six hours per week. * Either semester

AR 351 Printmaking II: Intaglio (3 credits)
Prerequisite: AR 255 or consent of the instructor
Techniques and aesthetic considerations of etching, engraving, aquatint and related media, with emphasis on understanding the technical processes of graphic image making. Six hours per week. * Either semester

AR 352 Printmaking II: Silkscreen (3 credits)
Prerequisite: AR 255 or consent of the instructor
An introduction to traditional and innovative serigraph methods: glue, tusche, paper, cut film and photographic stencil. Six hours per week. * Either semester

AR 353 Printmaking II: Lithography (3 credits)
Prerequisite: AR 255 or consent of the instructor
An exploration of the technical and aesthetic possibilities of lithography in black and white and color. Stone lithography, metal plates and paper plates will be utilized. Six hours per week. * Either semester
AR 354 Printmaking II: Relief (3 credits)
Prerequisite: AR 255 or consent of the instructor
Techniques and aesthetic considerations of woodblock, wood engraving, linocut, and related media, with emphasis on understanding the technical processes of graphic image making. Six hours per week. * Fall semester

AR 360 Business Issues for Visual Artists (3 credits)
The business and professional side of art and the pursuit and management of a career in art. A study of galleries, museums and commercial art fields dealing with aspects of exhibiting and selling work and the development of relevant business skills. Includes field trips and guest speakers. Six hours per week. Spring semester

AR 361 Graphic Design II (3 credits)
Prerequisite: AR 260
A more advanced study of graphics, typography, and layout design. Emphasizing the integration of typography and visual imagery to specific assignments. Six hours per week. * Offered once each year

AR 362 Graphic Design III (3 credits)
Prerequisite: AR 361
Advanced study in design. Dealing with the integration of illustration, design and typography to specific projects the designer could be expected to work in a studio, agency or in-house design situation. Two- and three-dimensional areas are explored. Six hours per week. * Offered once each year

AR 365 Computer Generated Illustration (3 credits)
Prerequisite: AR 260 or consent of the instructor
Working with the computer, students will use both digitized images and paint programs to express their ideas. Emphasis will be on understanding program capabilities, technical aspects of computer use as well as personal expression. Six hours per week. *

AR 366 Publication Design (3 credits)
Prerequisite: AR 130 or consent of the instructor
The course will offer the student the opportunity to learn the capabilities of the computer for desktop publishing as well as training in the creation of new bit mapped and PostScript fonts using Fontographer and Fontastic. The student will also learn to use such programs as Typestyler and Letra Studio for the layout and manipulation of type. No prior computer knowledge is required. *

AR 367 Web Site Design (3 credits)
Prerequisite: AR 260
This course focuses on the screen-based presentation of visual information. Students will design and produce a web site. Emphasis is upon the design and implementation of nonlinear visual presentations. The use of text, animation, sound and graphic imagery will be addressed. Contrasts and comparisons between screen-based and print-based presentation of visual information will be discussed, as will contrasts and comparisons between web site and CD Rom design and production. * Offered once yearly

AR 370 Ceramics II: Advanced Projects and Techniques (3 credits)
Prerequisite: AR 270
Advanced projects and techniques. Six hours per week. * Either semester

AR 371 Wheel Throwing (3 credits)
Prerequisite: AR 270 or consent of the instructor
Advanced projects and experience on the potter's wheel, and aesthetics of ceramic design. Six hours per week. * Either semester

AR 372 Clay and Glazes (3 credits)
Prerequisite: AR 270 or consent of the instructor
Advanced work in the chemistry and compounding of clay and glaze materials. Six hours per week. * Either semester

AR 373 Glass II (3 credits)
Prerequisite: AR 273
Projects will be undertaken under direct supervision of a faculty member to develop techniques included in Glass I, with the addition of slumping, casting and sand blasting. Six hours per week. * Offered once each year

AR 380 Metal Design II (3 credits)
Prerequisite: AR 280 or consent of the instructor
Advanced problems and techniques. Six hours per week. * Either semester

AR 381 Advanced Jewelry Design (3 credits)
Prerequisite: AR 280 or consent of the instructor
Specialized techniques for the design and creation of jewelry in precious metals, and experimental construction techniques with these metals. Six hours per week. * Either semester

AR 390 Weaving II (3 credits)
Prerequisite: AR 290 or consent of the instructor
Advanced problems and techniques. Six hours per week. * Either semester

AR 416 Expressive Photography (3 credits)
Prerequisite: AR 216 and AR 316 or consent of the instructor
During the semester, students will thoroughly study photography as an expressive medium. Topics will include personal and impersonal expression, photographic styles, street photography, scenic photography, the nude in photography, photographic abstraction, symbolism in photography

†May be taken for graduate level credit.
* Additional fee required

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
and photographic sequencing. Students will complete a portfolio of photographs that are related to the course topics. The student must have access to an adjustable camera, tripod, cable release, hand-held light meter and a gray card. Six hours per week. * Either semester

AR 418 Topics in Photography (3 credits+)
Topics of current or special interest in photography. Special topics to be announced prior to registration. This course may be repeated for different topics. Six hours per week. * Either semester

AR 430 Advanced Painting (3 credits+)
Prerequisite: AR 230, AR 330, and consent of the instructor
Advanced projects will be undertaken in chosen media under direct supervision of a faculty member. This course may be taken three times. Six hours per week. * (Prerequisite: AR 230, AR 330, and consent of the instructor) Either semester

AR 435 Advanced Watercolor Painting (3 credits+)
Prerequisite: AR 235, AR 335, and consent of the instructor
Advanced projects will be undertaken under the direct supervision of a faculty member. This course may be taken three times. Six hours per week. * Either semester

AR 440 Advanced Sculpture (3 credits+)
Prerequisite: AR 240, AR 340, and consent of the instructor
Advanced projects will be undertaken in chosen media under direct supervision of a faculty member. This course may be taken three times. Six hours per week. * Either semester

AR 450 Advanced Printmaking (3 credits+)
Prerequisite: AR 351, AR 352, AR 353, or AR 354; or consent of the instructor
Advanced projects will be undertaken in chosen media under direct supervision of a faculty member. This course may be taken three times. Six hours per week. * Either semester

AR 460 Advanced Graphics (3 credits+)
Prerequisite: AR 362
This course examines the application of graphic design and its visual communication to the current problems and emphasizes the study and recognition of contemporary trends in design, color and visual images as viable means to projects assigned. Two- and three-dimensional areas are explored, as well as the use of multimedia techniques to project conceptual ideas. Six hours per week. This course may be taken three times for credit. * Offered when needed by a number of students in upper levels

*May be taken for graduate level credit.

AR 463 Projects in Graphic Design (3 credits+)
Prerequisite: AR 361
This course examines the application of graphic design and its visual communication to current problems, and emphasizes the study and recognition of contemporary trends in design, color and visual images as visible means. Six hours per week. This course may be taken three times for different topics.*

AR 470 Advanced Ceramics (3 credits+)
Prerequisite: AR 270, AR 370, and consent of the instructor
Advanced projects will be undertaken in chosen media under direct supervision of a faculty member. This course may be taken three times. Six hours per week. * Either semester

AR 473 Advanced Glass (3 credits+)
Prerequisite: AR 373
Advanced projects will be undertaken in chosen techniques under direct supervision of a faculty member. This course may be taken three times. Six hours per week. * Offered once each year

AR 480 Advanced Metals (3 credits+)
Prerequisite: AR 280, AR 380, and consent of the instructor
Advanced projects will be undertaken in chosen media under direct supervision of a faculty member. This course may be taken three times. Six hours per week. * Either semester

AR 485 Honors Thesis in Art (3 credits+)
Prerequisite: AR 338, and consent of the Departmental Honors Committee
This course is open to All-College and Departmental Honors students. One-hour weekly meetings with the thesis director will culminate in a thesis comprising both art works and a written corollary. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee, who will review the results as presented by the student.

AR 490 Advanced Weaving (3 credits+)
Prerequisite: AR 290, AR 390, and consent of the instructor
Advanced projects will be undertaken in chosen media under direct supervision of a faculty member. This course may be taken three times. Six hours per week. * Offered once each year

AR 492 Topics in Art (3 credits+)
Prerequisite: Consent of the instructor
Topics of limited or special interest in art education or studio art. Specific topics to be announced prior to registration. Course may be repeated for different topics. * Either semester

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
AR 498 Internship in Art (3-15 credits)
Prerequisite: Consent of the department chairperson; formal application required
A non-classroom experience designed for a limited number of junior and senior majors to complement their academic preparation. Either semester

AR 499 Directed Study in Art (1-3 credits)
Prerequisite: Consent of the department; formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. Either semester

AR 502 Research (credit to be arranged)
Original research undertaken by the graduate student in his field. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.

AR 503 Directed Study (credit to be arranged)
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.

AR 515 Drawing/Painting: Coastal Maine Workshop (3 credits)
Prerequisite: Consent of the instructor
A two-week in-residence workshop in coastal Maine where shorelines, ocean, woods and local villages interact to provide an aesthetic unique to the region. Drawing and/or painting activities will have a particular relationship to the natural surroundings. This is a graduate level studio course. May be taken twice for a total of 6 credits. * Offered summers only

AR 518 Photography Techniques (3 credits)
Prerequisite: AR 216 and consent of the instructor
The student will acquire and practice advanced photography skills. Techniques such as proper print finishing, print toning, preparation of black and white and color slides, use of the copy stand and the fundamentals of color printing are included. This course is recommended for only those students who have taken a basic photography course or its equivalent. Six hours per week. *

AR 519 Field Experience in Photography (3 credits)
Prerequisite: AR 216 and consent of the instructor
During the semester, students will be taken on a series of field trips. While on location, the instructor will assist students in determining good composition, solving problems related to light measurement and determining correct exposure under a variety of conditions. Emphasis will be placed on regular shooting assignments in the field and critiques, which will be held on campus or at a suitable off-campus location. Students must have access to an adjustable camera, a tripod, a cable release and a gray card. Although not necessary, it is desirable for students to have a hand-held light meter.

AR 525 Graduate Drawing (3 credits)
Prerequisite: Six credits in drawing or consent of instructor
Graduate level course work presumes an established level of proficiency in depicting the human figure as well as a comprehensive understanding of the full range of drawing materials and processes, to include mixed media. Course activities, as they often are combined with Drawing II, may frequently involve the human form as a starting point for expanded activity toward the development of a personal style. Nurturing a unique style that respects both ideational and/or observational concepts is a primary focus within this course. Every effort will be made to connect to style of drawing, past or present, as well as to luminaries within each (e.g., field trips, library research and, whenever possible, studio visits). This course may be repeated for up to three times for credit.* Either semester

AR 530 Graduate Painting (3 credits)
Prerequisite: Six credits in painting or consent of the instructor
In the classroom environment, students will move toward individual imagery development including exploration of new media and techniques as appropriate and supported by regular critiques by the instructor. Six hours per week. This course may be repeated for up to three times for credit.* Either semester

AR 531 Color Studio (3 credits)
Prerequisite: AR 130
Color theories will be explored through practical exercises. Topics covered in the course include color wheel systems, the visual properties of color, color mixing in theory and practice, optical color effects, subjective color and color schemes and harmonies, as well as the theories of Seurat, Kandinsky, Albers and Goethe. Six hours per week. *

AR 535 Graduate Watercolor Painting (3 credits)
Prerequisite: Six credits in watercolor or consent of instructor
Students will explore imagery and watercolor painting techniques within the context of developing a personal working process. This course may be repeated for up to three times for credit. Six hours per week. * Either semester

AR 540 Graduate Sculpture (3 credits)
Prerequisite: Six credits in sculpture or consent of the instructor
A course designed to challenge the student's grasp of the function and form and its expressive potential through the study of pure form and forms in nature. The materials used are clay, plaster, wood and metal. This course may be repeated for up to three times for credit. Six hours per week. * Either semester

* Additional fee required

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
AR 550 Graduate Printmaking (3 credits)
Prerequisite: Six credits in printmaking or consent of the instructor
Printmaking for those with previous experience. Course objectives and requirements will be planned on the basis of the individual student's interests and background. Six hours per week. * Either semester This course may be repeated up to three times for credit.

AR 562 Graphic Design III (3 credits)
Prerequisite: AR 361
Advanced study in design. Dealing with the integration of illustration, design and topography to specific projects the designer could be expected to work in a studio, agency or in-house design situation. Two and three-dimensional areas are explored. This course may be repeated for up to three times for credit. Six hours per week.*

AR 563 Advanced Graphic Design (3 credits)
Prerequisite: AR 362
This course examines the application of graphic design and its visual communication to the current problems, and emphasizes the study and recognition of contemporary trends in design, color and visual images as viable means to projects assigned. Two- and three-dimensional areas are explored, as well as the use of multimedia techniques to project conceptual ideas. This course may be repeated for up to three times for credit. Six hours per week.*

AR 570 Graduate Ceramics (3 credits)
Prerequisite: Six credits in ceramics or consent of the instructor
Work in wheel-throwing, hand-building, sculptural ceramics, clay technology, glaze chemistry or studio management in an individualized program depending upon the student's previous course work, abilities and interests. This course may be repeated for up to three times for credit. Six hours per week.* Either semester

AR 572 Clay and Glazes (3 credits)
Prerequisite: AR 270 or consent of the instructor
Advanced work in the chemistry and compounding of clay and glaze materials. Six hours per week.*

AR 573 Graduate Glass (3 credits)
Prerequisite: AR 473
A course in glass for those with previous experience. Advanced projects will be undertaken in chosen techniques under direct supervision of a faculty member. This course may be repeated for up to three times for credit. Six hours per week. * Offered once each year

AR 580 Graduate Metals (3 credits)
Prerequisite: Six credits in metals or consent of the instructor
Work in surface embellishment, construction, casting and forming of non-ferrous metals. Emphasis on experimentation with new technology, materials and techniques. This course may be repeated for up to three times for credit. Six hours per week.* Either semester

AR 590 Graduate Weaving (3 credits)
Prerequisite: Six credits in weaving or consent of the instructor
Advanced work in fiber planned in accordance with the student's prior course work and experience. Emphasis given to thorough exploration of color, design and fiber selection in the execution of technically ambitious projects. Areas of study may include rug weaving, eight-harness double weaves, sculptural weaving and tapestry. This course may be repeated for up to three times for credit. Six hours per week.*

Other Approved Courses:
AR 135-136 Freshman Honors Colloquium
AR 286-287 Sophomore Honors Colloquium
AR 291 Tapestry Weaving
AR 310 Art and the Crafts in Special Education
AR 338/339 Honors Tutorial in Art
AR 364 Interior Design
AR 369 Graphics for Designing Media
AR 417 Alternative Photographic Printing Processes
AR 491 Art Education Seminar
AR 514 Art History Study Tour (Advanced)

AVIATION SCIENCE (AS)

AS 101 Primary Flight I (1 credit)
Prerequisite or corequisite: AS 105 and consent of department chairperson
This course consists of flight instruction and ground tutoring necessary for the student to accomplish his or her first solo flight. Lessons include elements of flight principles, pre-and-post flight procedures, taxiing and ground handling, use of flight controls, basic maneuvers, take-off and landings. Introduction to aircraft systems, radio communications and air traffic control procedures. Two one-hour lecture/demonstration periods weekly for one quarter. Either semester

AS 102 Primary Flight II (1 credit)
Prerequisite: AS 101 and consent of department chairperson
This course is a continuation of Primary Flight I, designed to prepare the student for solo cross-country flight. Lessons provide greater proficiency in maneuvers, stalls, take-off and landings and emergency procedures. Introduction to night flight, various types of VFR navigation and VOR tracking. Flight planning, cross-country flying culminating in solo cross-country. Two one-hour lecture/demonstration periods weekly for one quarter. Either semester

AS 103 Primary Flight III (1 credit)
Prerequisite: AS 102 and consent of department chairperson
Continuation of Primary Flight II with emphasis on cross-country navigation, flying, flight planning and solo practice to gain proficiency in all basic maneuvers. Lessons include VFR
AS 205 Advanced Commercial and Instrument Flight (1 credit)
Prerequisite: AS 204 and consent of department chairperson
This course is the final stage of the commercial/instrument series, consisting of a complete review of all commercial maneuvers, instrument flying techniques, procedures, and regulations. Course culminates in recommendation for the FAA Commercial/Instrument Flight Test. Two one-hour lecture/demonstration periods weekly for one quarter. Either semester

AS 211 Commercial Pilot Ground School (3 credits)
Prerequisite: AS 205 and FAA requirements
Subject matter involves advanced treatment of the airplane systems, performance and control, the National Airspace System, Federal Aviation Regulations, meteorology, radio navigation and the physiology of flight. Students who meet Federal Aviation Administration (FAA) requirements will be qualified to take the FAA written examination. Either semester

AS 212 Instrument Pilot Ground School (3 credits)
Prerequisite: AS 211 and FAA requirements
Topics include discussion of aircraft environmental control systems and commercial flight planning, study of instrument flight charts, IFR departure, enroute and approach procedures. FARs, IFR Flight Planning. Students who meet Federal Aviation Administration (FAA) requirements will be qualified to take the FAA written examination. Either semester

AS 215 Single Engine Flight Simulator Instruction (1-3 credits)
Prerequisite: AS 105 or consent of the instructor
Single engine flight simulated instruction is conducted with the use of a flight simulator. The course content will be determined in accordance with the flight experience of the student. A student must enroll for a minimum of one credit. The course may be repeated for a maximum of three credits. (Fifteen hours of instruction are required for one credit.) Either semester

AS 217 Air Traffic Control (3 credits)
Prerequisite: AS 105 and AS 102, which may be taken concurrently
This course deals with the U.S. air traffic and airway system as it exists today. Topics of discussion will include: components of the system; air route traffic control centers; towers; flight service stations; navigational aids; and the low/high altitude Federal airway structure. Spring semester

AS 301 Instructional Flight I (2 credits)
Prerequisite: AS 205 and consent of department chairperson
This course is the first stage of instruction to the Certified Flight Instructor Certification. Lessons include analysis of flight maneuvers, take-off, landings, stalls, emergencies and procedures. Practice flight and ground instruction. Two two-hour lecture/demonstration periods weekly for one quarter. Either semester
AS 302 Instructional Flight II (1 credit)
Prerequisite: AS 301 and AS 303, which may be taken concurrently and consent of department chairperson
Continuation of Instructional Flight I. Lessons include analysis and practice instruction of advanced maneuvers, altitude instrument flying, considerations of night flight, aircraft performance and control, spins, cross-country flight and navigation. Leads to certification by the FAA. Two one-hour lecture/demonstration periods weekly for one quarter. Either semester

AS 303 Flight Instructor Ground School (3 credits)
Prerequisite: AS 205 and FAA requirements
Provides aviation instructors with easily understood learning and teaching information and its use in their task of conveying aeronautical knowledge and skills to students. Topics include aspects of human behavior, teaching methods and communication, evaluation and criticism, instructional planning, instructor characteristics and responsibilities. Students who meet Federal Aviation Administration (FAA) requirements will be qualified to take the FAA written examination. Either semester

AS 305 Introduction to General Aviation Management (3 credits)
Prerequisite: MG 130 and junior status or consent of the instructor
An in-depth study of Fixed Base Operations (FBO) business management and operations including financial aspects, human resources, MIS, flight line, flight operations, marketing, maintenance and facilities. Either semester

AS 307 Air Carrier Operations (3 credits)
Prerequisite: MG 130 and junior status or consent of the instructor
An in-depth study of the U.S. air carrier industry, its structure and its place in the aerospace industry. The history, economics, management and regulation of the domestic air carrier industry are examined in detail. Fall semester

AS 310 Aviation Safety (3 credits)
Prerequisite: AS 102, AS 105
The primary emphasis of this course is to instill safety consciousness. It encompasses the role of federal organizations involved with aviation safety and stresses their contributions to the aerospace industry. The course will explore flight physiology, utilization of aeronautical services and facilities, an historical perspective and analyzing documented case studies. Spring semester

AS 316 Multi-Engine Flight Simulator Instruction
(1-3 credits)
Prerequisite: AS 413 or consent of the instructor
Multi-engine flight simulated instruction is conducted with the use of a flight simulator. The course content will be determined in accordance with the flight experience of the student. Students must enroll for a minimum of one credit. The course may be repeated for a maximum of three credits.

(Fifteen hours of instruction are required for one credit)
Either semester

AS 320 Aviation Regulatory Process (3 credits)
Prerequisites: AS 105, junior status or consent of instructor
A study of the development of the United States aviation regulatory process, its current structure, the rule making process, the appeals process, ICAO, etc., as well as an exposure to current aviation law as it applies to aviators and operators in the airspace system. Either semester

AS 330 Aircraft Systems (3 credits)
Prerequisites: AS 211, junior status or consent of instructor
An examination of current aircraft systems moving from the more elementary systems found in smaller general aviation aircraft to the more complex systems found in current turbine powered transport category aircraft. These systems will include power plant, electrical, flight control, air conditioning and pressurization, ice and rain protection, oxygen, avionics, and emergency equipment. Fall semester

AS 350 Airport Management (3 credits)
Prerequisite: MG130 and junior status or consent of the instructor
A study of managerial challenges associated with the operations of an airport. The course examines the history of airport development in the U.S., pertinent developments in legislation, planning, funding, local controlling authorities, growth management, regulatory aspects and public relations. Spring semester

AS 402 Insurance and Risk Management in Aviation (3 credits)
Prerequisite: AS 305
A practical study of U.S. regulations governing aviation. A survey of appropriate risk management policies of aviation. The case method is employed to present practical applications of principles under consideration. Fall semester

AS 407 Aviation Marketing Management (3 credits)
Prerequisite: AS 103, AS 305
Selling and pricing business aviation services and creative marketing strategy are studied in an analytical approach to advertising, sales force administration, promotion, distribution, retailing, logistics, wholesaling, product planning, price policies, market research and consumer behavior. Spring semester

AS 411 Instrument Flight Instructor Ground School (2 credits)
Prerequisite: Commercial certificate with instrument rating; AS 303, which may be taken concurrently
Techniques of teaching instrument flight, analysis of instrument maneuvers and approaches, enroute operations and lesson planning. This course will prepare students for the Federal Aviation Administration (FAA) instrument flight and ground instructor written examinations.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
AS 413 Multi-Engine Rating Ground School (1 credit)
Prerequisite: commercial certificate with instrument rating
This course prepares the prospective multi-engine pilot for the flight portion of the Federal Aviation Administration (FAA) multi-engine certification, including an in-depth study of multi-engine aerodynamics, systems, weight and balance, performance and emergencies.

AS 414 Multi-Engine Flight Training (1 credit)
Prerequisite: AS 413
This course prepares the prospective multi-engine pilot for the Federal Aviation Administration (FAA) multi-engine flight test. It includes multi-engine maneuvers, systems, weight and balance and emergencies. Two one-hour lecture/demonstration periods weekly for one quarter. Either semester

AS 415 Corporate Aviation Management (3 credits)
Prerequisite: AS 305
This course provides an in-depth examination of the history and management practices of commuter airline and corporate aviation. Commuter airline certification, aircraft selection and operations will be analyzed, as well as corporate flight department economics and operations. Spring semester

AS 430 Airport Operations (3 credits)
Prerequisites: AS 350, junior status or consent of instructor
An in-depth study of the operational aspects of airports including demand/capacity analysis, pavement management, throughput of traffic (passenger, cargo, aircraft operations), noise abatement and mitigation, environmental considerations, etc. Fall semester

AS 498 Internship in Aviation Science (3-15 credits)
Prerequisite: Consent of the department chairperson of aviation science; formal application is required
Instructive endeavor in the aviation industry or an aviation related business, which complements the academic program. The student will receive meaningful and practical work experience conducted at an airline, a Fixed Base Operation (FBO), the FAA, an aviation consulting firm or other aviation related firms. Either semester

AS 499 Directed Study in Aviation Science (1-3 credits)
Prerequisite: Consent of the department; formal application required
Open to junior and senior majors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. Either semester

Other Approved Courses:
AS 216 National Airspace System
AS 399 Special Topics in Aviation
AS 412 Instrument Flight Instructor Flight Training
AS 416 Multi-Engine Instructor Ground School
AS 417 Multi-Engine Instructor Flight Training
AS 450 Human Factors in Aviation
AS 460 Aviation Weather
AS 470 Economics of Air Transportation

ATHLETIC TRAINING (AT)

AT 112 Sports First Aid (3 credits)
This course is designed for those working with physically active individuals. This course will provide basic instruction and application to administer emergency first aid treatment for sports related injuries and conditions. Guidelines for prevention will be discussed. Upon successful completion of the course, students will be certified in Standard First Aid and Community Cardiopulmonary Resuscitation (CPR for infants, children and adults) in accordance with the requirements of the American Red Cross. This course is recommended to individuals pursuing careers in athletic training, coaching, exercise science, health fitness, and recreational programming.

AT 240 Introduction into Athletic Training (3 credits)
Prerequisite: PE 100
Introduces the physical education major into the field of athletic training including the role of the coach and athletic trainer in providing sports injury management, taping and use of immobilization devices, basic injury evaluation and rehabilitation principles. Two-hour lecture and two hours laboratory.

AT 241 Apprenticeship in Athletic Training (3 credits)
Prerequisite: Consent of the coordinator of the athletic training concentration
Introduces the athletic training student into the clinical aspect of the athletic training profession. Clinical hours working with the intercollegiate teams will be supplemented by bi-monthly seminars on issues and skills associated with the professional development of the athletic trainer.

AT 340 Sports Injury Management – Lower Extremity (3 credits)
Prerequisite: AT 241 or consent of the instructor
Application of joint and musculoskeletal anatomy in the prevention, recognition, and management of athletic injuries to the lower extremity. Two-hour lecture and two-hour laboratory.

†May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
AT 341 Sports Injury Management – Upper Extremity (3 credits)
Prerequisite: AT 240
Application of joint and musculoskeletal anatomy in the prevention recognition and management of athletic injuries to the upper extremity, head and neck. Two-hour lecture and two-hour laboratory.

AT 342 Clinical Application of Basic Athletic Training Skills (3 credits)
Prerequisite: AT 241
Clinical application of the skills and techniques used in the athletic training profession. The clinical experience will be enhanced with regular seminars on issues and topics pertinent to the professional.

AT 343 Clinical Application of Intermediate Athletic Training Skills (3 credits)
Prerequisite: AT 342
Clinical application of the skills and techniques used in the athletic training profession. The clinical experience will be enhanced with regular seminars on issues and topics pertinent to the professional.

AT 442 Therapeutic Exercise (3 credits†)
Prerequisite: Must be accepted in curriculum program or by consent of program director
Comprehensive analysis of therapeutic exercise in a sports medicine environment. Topics discussed include the healing process and pathophysiology of a musculoskeletal injury, goals of rehabilitation, flexibility and strength training methods and protocol, aquatic therapy, pharmacological considerations, psychological considerations and specific rehabilitation techniques for the various body segments. Course includes a two-hour lecture and a two-hour laboratory session.

AT 443 Pharmacology for the Physically Active (3 credits†)
This course is designed to provide the students with an overview of pharmacology and how it relates to the physically active individual. Therapeutic medications, supplements, performance enhancing drugs and drug testing protocols will be discussed. Offered alternate years.

AT 450 Therapeutic Modalities (3 credits†)
Prerequisite: AT 240
This course will introduce the athletic training student to therapeutic modalities used in sports medicine. A one-hour lecture and two-hour laboratory will provide practical application of clinical skills including indications, contraindication and record keeping associated with patient care.

AT 454 Clinical Application of Advanced Athletic Training Skills (3 credits†)
Prerequisite: AT 343
Clinical application of the skills and techniques used in the athletic training profession. The clinical experience will be enhanced with regular seminars on issues and topics pertinent to the professional.

AT 455 Professional Preparation in Athletic Training (3 credits†)
Prerequisite: AT 454
Clinical application of the skills and techniques used in the athletic training profession. The clinical experience will be enhanced with regular seminars on issues and topics pertinent to the professional.

AT 490 Administration of Athletic Training (3 credits)
Prerequisite: AT 240 or equivalent
Study of various administrative topics confronting an athletic trainer in the management of a sports medicine facility including program management, human resource management, financial management, facility design and planning, informational management, insurance and legal considerations in sports medicine. Offered alternate years.

AT 540 Management of Lower Extremity Conditions (3 credits)
Prerequisite: Acceptance into the Athletic Training Program
The course will focus on a critical analysis of sport-related injuries and conditions that may affect the lower extremity in physically active individuals. The application of joint and musculoskeletal anatomy will be utilized to assess the various joints and body regions of the lower extremity to determine the appropriate management of these sport-related conditions. Two hours of lecture, two hours of laboratory.

AT 541 Management of Upper Extremity and Torso Conditions (3 credits)
Prerequisite: AT 540
The course will focus on a critical analysis of sport-related injuries and conditions that may affect the upper extremity and torso in physically active individuals. The application of joint and musculoskeletal anatomy will be utilized to assess the various joints and body regions of the upper extremity and torso to determine the appropriate management of these sport-related conditions. Two hours of lecture, two hours of laboratory.

†May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
AT 542 Therapeutic Exercise (3 credits)
Prerequisite: Acceptance into the Athletic Training Program
Comprehensive analysis of therapeutic exercise in a sports medicine environment. Topics discussed include the healing process and pathophysiology of a musculoskeletal injury, goals of rehabilitation, flexibility and strength training methods and protocol, aquatic therapy, pharmacological considerations during rehabilitation, psychological considerations, and specific rehabilitation techniques for the various body segments. Two hour lecture and two hour laboratory.

AT 543 Pharmacology for the Physically Active (3 credits)
This course is designed for coaches and others who are interested in the study of ergogenic aids and “recreational” drugs in sport. Information will be presented to correct widespread misconceptions about the use of ergogenic aids and other drugs to maximize athletic performance. Emphasis will be on the physiological, psychological and pharmacological effects of ergogenic aids and on developing skills to identify and help athletes who display addictive behaviors. Offered alternate years.

AT 550 Therapeutic Modalities (3 credits)
Prerequisite: Acceptance into the Athletic Training Program
This course will focus on the relationship of the electromagnetic and acoustic spectra, the principles of electricity, and non-mechanical modalities in the treatment of sports-related injuries and conditions. A two-hour lecture and two hour laboratory session will provide an opportunity for students to learn the indications, contraindications, application protocols, and record keeping associated with patient care.

AT 561 Level I Clinical Experience in Athletic Training (3 credits)
Prerequisite: Acceptance into the Athletic Training Program
Clinical application of the basic skills and techniques used in the athletic training profession. Students will be assigned a clinical rotation working with athletic teams in an intercollegiate setting under the direction of a certified athletic trainer. Clinical hours may be accumulated to meet the criteria for NATA certification. The clinical experience will be enhanced with regular seminars on issues and topics pertinent to the entry-level professional.

AT 562 Level II Clinical Experience in Athletic Training (3 credits)
Prerequisite: AT 561
Clinical application of intermediate skills and techniques used in the athletic training profession. Students will be assigned a clinical rotation working with athletic teams in an intercollegiate setting under the direction of a certified athletic trainer. Clinical hours may be accumulated to meet the criteria for NATA certification. The clinical experience will be enhanced with regular seminars on issues and topics pertinent to the entry-level professional.

AT 563 Level III Clinical Experience in Athletic Training (3 credits)
Prerequisite: AT 562
Clinical application of advanced skills and techniques used in the athletic training profession. Students will be assigned a clinical rotation working with athletic teams in an intercollegiate setting under the direction of a certified athletic trainer. Clinical hours may be accumulated to meet the criteria for NATA certification. The clinical experience will be enhanced with regular seminars on issues and topics pertinent to the entry-level professional.

AT 564 Level IV Clinical Experience in Athletic Training (3 credits)
Prerequisite: AT 563
This course prepares the athletic training student for entering into the profession. The student will have the option of taking the NATA certification examinations, and will progress through an entire interview process and learn how to negotiate a contract. In conjunction with the Counseling Center and Counseling Program, students will practice intervention strategies for abuse situations in the physically active population introduced in the AT 563 class. Accessing the Internet, word processing, and injury simulations via the computer will complement the student’s final semester of the clinical experience.

AT 590 Administration in Athletic Training (3 credits)
Study of various topics involved in the management of an athletic training facility including program management, human resource management, financial management, facility design and planning, informational management, public relations, insurance, and legal considerations in athletic training. Standards and practices of the athletic training professional will also be discussed. These experiences are developed through lectures, demonstrations, and discussions with professionals in the field including athletic trainers, physicians, physician assistants, and lawyers. Offered alternate years.

BIOLoGICAL SCIENCES (BE, BF, BI)

BE 511 Advanced Biological Topics and Techniques (1-3 credits)
Designed for secondary education science teachers, this course is composed of three one credit "short courses." Short course topics will vary and will also serve the continuing needs of teachers for professional development. Possible topics could include whales of Massachusetts, isolation of plasmids, fungal genetics, spring migratory birds, freshwater macroinvertebrates of local ponds and streams, New England wetland plants, intertidal invertebrates, New England wildflowers, etc. This course may be repeated for different topics.
BE 512 Advances in Biological Science (3 credits)
Designed for secondary education science teachers, this course will consist of a seminar covering a selected area of biology related to the curriculum frameworks and teaching in the schools. The seminar could cover one topic or several related topics covered in 3-5 week blocks per topic and could be team-taught. Some topics may be team taught by a biology faculty member and a K-12 master teacher with appropriate background and qualifications, such as PALMS science specialists. This course may be repeated for different topics.

BE 513 Advances in Cell/Molecular Biology
(3 credits)
This graduate level course designed for secondary education science teachers will cover subject areas of cell and molecular biology. Possible subject area components could include molecular biology, techniques of molecular biology, microbiology, embryology, cytology, advanced electron microscopy, the foundations of biology, biology of the fungi, virology, human genetics, advanced cellular biology and advanced developmental biology. This course may be repeated for different topics.

BE 514 Advances in Biomedical/Physiological Biology (3 credits)
This graduate level course designed for secondary education science teachers will cover subject areas of biomedical and physiological biology. Possible subject area components could include embryology, parasitology, neurobiology and advanced physiology. This course may be repeated for different topics.

BE 515 Advances in Ecological/Environmental Biology (3 credits)
Designed for secondary education science teachers, will cover subject areas in ecological and environmental biology. This course may be repeated for different topics.

BE 537 Applied Research Project (1 credit)
In this course, students complete an applied research project, which integrates theory and practice utilizing education research format and disciplinary knowledge.

BE 501 Characteristics of Organisms (3 credits)
Prerequisite: An undergraduate degree and teacher certification; this course cannot be used as part of the MAT in Biology
Designed for elementary and middle school teachers.
Coverage is keyed to the life sciences strand in the Massachusetts Science and Technology Curriculum Framework. Covers the cell and cell structure as the basic unit of life. Topics to be covered include single celled life forms, multicellular organisms, the five kingdoms of life and their characteristics, examples of the major taxonomic groups, cell structure in the five kingdoms, common features and differences, the process of cellular replication, comparison of mitosis and meiosis, complex integration of cells that comprise complex multi-cellular organisms, and major cell processes including food procurement or manufacture (photosynthesis and chemosynthesis) and breathing and respiration.

BF 502 Diversity and Adaptation of Organisms
(3 credits)
Prerequisite: An undergraduate degree and teacher certification; this course cannot be used as part of the MAT in Biology
Designed for elementary and middle school teachers.
Coverage is keyed to the life sciences strand in the Massachusetts Science and Technology Curriculum Framework. Provides an understanding of the diversity of living organisms on earth. Topics to be covered include the characteristics of the major groups of organisms, how organisms adapt to environments, the process of heredity and the nature of environments, the way in which short term and long term environmental change affects organisms, how long term change may result in elimination of a population or the introduction of new populations, the ways in which short and long term changes in the environment result in qualitative and quantitative changes in the diversity of life, and the process of organic evolution from both the short term and long term perspective. Special attention is placed on how humans are affecting the global environment and the impact on the diversity of life.

BF 503 Heredity, Reproduction and Development
(3 credits)
Prerequisite: An undergraduate degree and teacher certification; this course cannot be used as part of the MAT in Biology
Designed for elementary and middle school teachers.
Coverage is keyed to the life sciences strand in the Massachusetts Science and Technology Curriculum Framework. Explains the importance of reproduction to the survival of species and examines the processes by which organisms which have two parents receive genetic instructions. Topics to be covered include the principles of heredity that determine the traits exhibited by offspring, how sorting and recombining of the genetic material produces variation among offspring, and the importance of variation in producing differences among individuals from the same population or species.

BF 504 Ecosystems and Organisms (3 credits)
Prerequisite: An undergraduate degree and teacher certification; this course cannot be used as part of the MAT in Biology
Designed for elementary and middle school teachers.
Coverage is keyed to the life sciences strand in the Massachusetts Science and Technology Curriculum Framework. Presents the fundamental principles of ecology. Examines the concept of an ecosystem, the structure and function of an ecosystem, the ways in which organisms interact with each other and with the nonliving components of their environment. Topics to be covered include flow of energy, cycling of matter, primary production, light energy transfer to plants in

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
photosynthesis, food chains, food webs and energy pyramids and recycling of matter. Local ecosystems will serve as examples of these processes.

**BF 505 The Biology of Fresh Waters (3 credits)**  
*Prerequisite: An undergraduate degree and teacher certification; this course cannot be used as part of the MAT in Biology*  
Designed for elementary and middle school teachers. Topics covered will be closely tied to the Watershed Access Lab and to the Massachusetts Science and Technology Framework. Provides content background in biology for understanding watersheds as ecological and biological systems. Introduction to investigative techniques used in the analysis of watersheds and water quality. Emphasis is placed on the use of freshwater ecology for watershed studies in the school curriculum. Topics will include principles of watershed ecology, basic principles of hydrology and river systems, and the use of macroinvertebrates as water quality indicators. Active/cooperative investigations will be emphasized as a means of constructing knowledge.

**BI 100 General Principles of Biology (3 credits)**  
The biological principles at the cellular and organismal levels are discussed. The topics covered include cell structure, respiration, photosynthesis, osmosis, enzymes, DNA and protein synthesis, genetics, ecology and evolution. Two hours of lecture and one two-hour laboratory period weekly. Satisfies the GER in Physical and Biological Sciences. *Offered every semester*

**BI 110 Biology: A Human Approach (3 credits)**  
This course examines biological principles as they apply to the human biology and to the role of humans in nature. A study of different levels of organization leads to analysis of the structure and function of the major systems of the human body. Topics will include human heredity, evolution and ecology. Satisfies the GER in Physical and Biological Sciences (non-lab course). *Spring semester*

**BI 111 Human Heredity (3 credits)**  
The principles of genetics which are important to an understanding of the hereditary mechanism in humans. Individual differences in relation to gene–environment interaction and the role of heredity in society, behavior, health and disease. Primarily an elective for non-science majors. Satisfies the GER in Physical and Biological Sciences (non-lab course).

**BI 112 Biology and Human Thought (3 credits)**  
The development of the fetal brain, its cellular structures and organization and the functions associated with various brain regions will be discussed. Major emphasis will be devoted to neuronal cell conduction and transmission and the cellular basis for movement, sensory activity, emotions, memory and language production. In addition, students will explore a variety of brain and neurological disorders. Three hours lecture weekly. Satisfies the GER in Physical and Biological Sciences (non-lab course).

**BI 115 Microbial World and You (3 credits)**  
This course considers microorganisms (bacteria, algae, fungi, protozoa, and viruses) and their interactions with humans. The principles and applications of environmental, industrial and medical microbiology are discussed. Satisfies the GER in Physical and Biological Sciences (non-lab course). *Either semester*

**BI 117 The Biological Environment (3 credits)**  
The ecological relationship between humanity and the environment is discussed with a focus on biological issues. Topics dealing with humanity’s past, present and future role in the ecosystem are discussed with such considerations as energy and ecosystems, biogeochemical cycles, populations, acid precipitation, endangered species, climate change, renewable resources and biodiversity. The course focuses, examples, and class discussion projects will be drawn from Canada, North America, or other regions as indicated in the Bridgewater State College Course Schedule for each semester offered. Satisfies the GER in Physical and Biological Sciences (non-lab course).
BI 119 The Botanical World (3 credits)
An introduction to the biology of plants, exploring their diversity, peculiar adaptations, associations with animals, practical uses, and the profound effect they have had on modern civilization. Satisfies GER in Physical and Biological Sciences (non-lab course).

BI 121 General Biology I (4 credits)
An introduction to the concepts of molecular and cellular biology, reproduction, metabolism, genetics, and mechanisms of evolution. Three hours of lecture and one two-hour laboratory weekly. Satisfies GER in Physical and Biological Sciences. Fall semester

BI 122 General Biology II (4 credits)
Prerequisite: BI 121 or equivalent
A survey of the major groups of organisms, their morphology, physiology, evolution, and ecology. Three hours of lecture and one two-hour laboratory weekly. Spring semester

BI 128 The Biology of Human Sexuality (3 credits)
The Biology of Human Sexuality is designed to introduce students to the basics of the human reproductive system. The students will develop a healthy understanding of sexuality, its role in society and how it applies to our daily life. Three hours of lecture per week. Satisfies the GER in Physical and Biological Sciences (non-lab course).

BI 200 Cell Biology (3 credits)
Prerequisite: BI 121 or equivalent; CH 131 or CH 141; CH 132 or CH 142 or concurrent enrollment; or consent of the instructor
This course is an introduction to the basic concepts in cell structure and cell physiology. Topics will include the function of cellular organelles, enzymes, and cell metabolism, the synthesis of macromolecules, and the flow of genetic information in the cell, including transcription and translation. Two hours of lecture and one two-hour laboratory period weekly. Spring semester

BI 225 Ecology (3 credits)
Prerequisite: BI 121 or BI 122 or equivalents; CH 131-132 or CH 141-142 or equivalents
Fundamentals of the interactions of populations, communities, and ecosystems are investigated in lecture. Students will be acquainted with techniques of data gathering and analysis in ecology. Laboratory trips will allow students to investigate ecological communities in southeastern Massachusetts. One all day Saturday field trip will be required as part of the lab. Two hours of lecture and one two-hour laboratory period weekly. Fall semester

BI 243 Systematic Botany (3 credits)
Prerequisite: BI 121, or consent of the instructor
Lecture presentations in the identification, naming, and classification of higher plants. The laboratory will focus on acquiring skills in plant identification with an emphasis on the flora of Massachusetts. Two hours of lecture and one two-hour laboratory period weekly.

BI 251 Human Anatomy and Physiology I (4 credits)
Prerequisite: BI 100 or BI 102 or BI 121 or BI 122, or consent of the instructor
An intensive study of the biochemistry and cellular structures of tissues; the integumentary and skeletal systems; joints; fundamentals of the nervous system; the peripheral, central and autonomic nervous systems; the special senses; and heart activity. Three hours of lecture and one two-hour laboratory per week. Fall semester

BI 252 Human Anatomy and Physiology II (4 credits)
Prerequisite: BI 251 or consent of the instructor
An intensive study of the structure and function of the muscles and muscular system, circulatory system and blood; and the organ system including lymphatic, endocrine, respiratory, digestive and reproductive systems. Three hours of lecture and one two-hour laboratory per week. Spring semester

BI 280 Human Physiology (3 credits)
Prerequisite: BI 100 or BI 102 or BI 121 or consent of the instructor
General physiological principles and their application to the human body. Three hours of lecture weekly. Offered alternate years

BI 284 Invertebrate Zoology (3 credits)
Prerequisite: BI 121-122 or equivalent or consent of the instructor
The biology of invertebrates from a phylogenetic standpoint with emphasis on taxonomy, morphology, physiology, development, and natural history. Representatives of the principal classes of each phylum are studied. Two hours of lecture and one two-hour laboratory period weekly. In alternate spring semesters, either BI 284 or BI 382 will be offered

BI 286 Biochemistry (3 credits)
Prerequisite: BI 200; CH 131-132 or CH 141-142; MA 141; or consent of the instructor.A course in physiology recommended, e.g. BI 252, BI 280, BI 341 or BI 373
A study of the characteristics and metabolism of biological molecules. Topics include enzyme structure and function; techniques of enzyme study; anabolic and catabolic pathways and their regulation; and applications of thermodynamics and kinetics to biological systems. Three hours of lecture weekly.

BI 320 Biochemistry (3 credits)
Prerequisite: BI 121-122 or equivalent, BI 200 or equivalent; CH 131-132 or CH 141-142; or consent of the instructor
A study of the characteristics and metabolism of biological molecules. Topics include enzyme structure and function; techniques of enzyme study; anabolic and catabolic pathways and their regulation; and applications of thermodynamics and kinetics to biological systems. Three hours of lecture weekly.

BI 321 Genetics (3 credits)
Prerequisite: BI 121-122 or equivalent, BI 200 or equivalent; CH 131-132 or CH 141-142; or consent of the instructor
Analysis of the basic principles underlying heredity and the mechanisms involved in the replication, recombination, mutation, variation and expression of genetic material in representative plant, animal, and microbial systems. Two hours of lecture and one two-hour laboratory period weekly. Fall semester

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
**BI 325 Ichthyology (3 credits)**
Prerequisite: BI 121-122 or equivalents, BI 225; CH 131-132 or CH 141-142 or equivalents
Lecture presentations in ichthyology will examine the key aspects of anatomy, sensory systems, organ systems, physiology and ecology of fishes. Emphasis will be placed on identification of New England freshwater and coastal fishes. Field investigations will focus on the behavior and ecology of the fish populations in the Taunton River system. Laboratory sessions will also include techniques of age and growth analysis for assessment of local fish populations, and basic identification of external and internal anatomy of various teleosts. Two hours of lecture and one two-hour laboratory per week.

**BI 326 Marine Biology (3 credits)**
Prerequisite: BI 122 or equivalent, or consent of the instructor
An introduction to the marine ecosystems with emphasis on factors involved in the growth, diversity, and distribution of populations occupying the marine habitats of the eastern Atlantic coast. Two hours of lecture and one two-hour laboratory period weekly. Offered once in three years

**BI 327 Wetlands Biology (3 credits)**
Prerequisite: An introductory course in biology or consent of the instructor
A course that considers the values, functions, protection and recognition of freshwater wetlands. Two lecture/laboratory meetings weekly, each two hours in length. Offered alternate Fall semesters.

**BI 338-339 Honors Tutorial (3 credits each semester)**
Prerequisite: Consent of the department
Special topics in biology. Open to All-College and Departmental Honors students. Three hourly meetings weekly. BI 338 Fall semester, BI 339 Spring semester

**BI 341 Plant Physiology (3 credits)**
Prerequisite: BI 121-122; BI 200; CH 131-132 or CH 141-142; or consent of the instructor
The growth and function of plants including cellular physiology, water relations, respiration, photosynthesis, nutrition, growth regulation, and the influence of environment. Two hours of lecture and one two-hour laboratory period weekly. Fall semester

**BI 350 Molecular Biology (3 credits)**
Prerequisite: BI 200, BI 321
This course will examine the molecular nature of biological processes. The structure and function of biological macromolecules will be examined along with the research methodologies and techniques currently utilized in this field. Four hours of lecture/laboratory weekly.

† May be taken for graduate level credit.

**BI 371 Histology (3 credits)**
Prerequisite: BI 121-122; CH 131-132 or consent of the instructor
A study of the microscopic anatomy of mammalian tissues and organs with emphasis on human materials. The study of prepared slides in the laboratory will serve as a basis for discussion of the interdependence of structure and function in the animal body. Two hours of lecture and one two-hour laboratory period weekly. Offered alternate years

**BI 372 Animal Behavior (3 credits)**
Prerequisite: BI 121-122 or equivalent or consent of the instructor
This introduction to the study of animal behavior from the biological viewpoint covers such topics as drives and reflexes, animal communication, biological rhythms and migration. Emphasis will be placed, where applicable, on the relationships between animal and human behavior.

**BI 373 Animal Physiology (3 credits)**
Prerequisite: BI 121-122; CH 131-132 or CH 141-142 or equivalents; or consent of the instructor
Physiological principles concerned in irritability, contraction, circulation, gas exchange, excretion, and hormonal regulation. Special focus will be placed on unique physiological features found in a variety of animals. Topics will vary and may include hibernation, echolocation, communication through pheromones, bioluminescence, and migration. Two hours of lecture and one two-hour laboratory period weekly. Alternate spring semesters

**BI 375 Immunology (3 credits)**
Prerequisite: BI 200; BI 252 or BI 280 or BI 371 or BI 373
The immune system and its components, including their structure, function, genetics and ontogeny. Three hours lecture weekly. Offered alternate spring semesters

**BI 376 General Endocrinology (3 credits)**
Prerequisite: BI 122
A survey of the morphology, ultrastructure, and physiology of endocrine glands and their hormones, in animals with special emphasis on humans, will be presented. The course will discuss the hormonal action of their control on the cellular and organ level. Three hours lecture weekly.

**BI 382 Comparative Chordate Anatomy (3 credits)**
Prerequisite: BI 121-122 or equivalent, or consent of the instructor
An ontogenetic and phylogenetic survey of chordate gross anatomy, supplemented by laboratory dissections of representative species. Emphasis is placed on ecomorphology and the changes in chordate structure and biology of chordates that comprise their evolution, with an analysis of the significance of these changes in light of our modern knowledge of evolution. Two hours of lecture and one two-hour laboratory period weekly. In alternate spring semesters, either this course or BI 284 will be offered.

---

**Note:** This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
BI 401 Ecology of Aquatic Insects (3 credits†)
Prerequisite: BI 121-122; BI 225; CH 131-132 or CH 141-142 or their equivalents; at least junior level status in biology or consent of the instructor
Factors affecting the population size and distribution of aquatic organisms are explored through lecture, laboratory and field investigations. Students will learn the major groups of aquatic organisms from field collections made in the local streams and rivers of Southeastern Massachusetts. Weekly field trips during class, a collection and a project report are required. Two hours lecture and two hours laboratory weekly.

BI 408 The Biology of Marine Mammals (3 credits†)
Prerequisite: BI 122 or equivalent or consent of the instructor
An introductory course in the study of marine mammals. Topics to be covered include the evolution, classification, distribution, life histories, anatomy, morphology, behavior, and ecology of marine mammals. We will consider the role of marine mammals in marine ecosystems and the interaction between marine mammals and humans. Three hours lecture weekly.

BI 420 Limnology (4 credits†)
Prerequisite: BI 121-122, BI 225, CH 131-132 or CH 141-142, or equivalents; junior level status in your major. Recommended: course on computer applications
Limnology examines the interaction of physical and chemical processes in freshwater ecosystems and how they influence populations of freshwater organisms. Laboratory exercises will focus on a field project requiring sampling and analysis of water chemistry, bacteria, phytoplankton, zooplankton, and macroinvertebrates. Students must expect to spend extra time outside of class on the collection and analysis of laboratory project data. Two hours of lecture and one four-hour laboratory session per week.

BI 422 Biological Evolution (3 credits†)
Prerequisite: BI 321 or consent of the instructor
This course covers the theory of evolution and the operation of evolutionary forces as related to modern taxonomy, with emphasis on such topics as mutation, variation, hybridization, ploidy, isolation, natural selection, and population genetics. Two lectures weekly. Offered alternate years, Spring semester.

BI 423 Biological Invasions (3 credits)
Prerequisite: BI 122 or consent of instructor
This course will examine the spread of invasive organisms. It will focus on the biology of organisms that alter ecosystems, endanger public health, local economies, and traditional cultures, their vectors of dispersal, and management. Three hours of lecture weekly. Spring semester.

BI 426 Biomonitoring (3 credits†)
Prerequisite: BI 122, BI 225, and CH 131-132 or CH 141-142 or equivalents; junior level status in your major. Recommended: course on computer applications
Biomonitoring and Water Pollution examines the current research papers and the methods used to assess stress in aquatic communities caused by pollution and habitat destruction. Lectures are a discussion of current papers on Biotic Indices used to assess fish and microinvertebrate communities. The laboratory is a semester-long investigation of stress indicators in aquatic communities of a local river. A term research paper and public presentation of research findings is required. Students must anticipate extra field and laboratory work outside of the regular class period. Four hours of lecture/laboratory weekly.

BI 428 Microbiology (3 credits)
Prerequisite: BI 200 and BI 321 and one of the following: BI 225, BI 320, or BI 341 or consent of instructor
An introduction to the diversity of microorganisms with emphasis on bacterial growth and metabolism, microbial ecology, and host/microbe interactions including infectious disease. Two hours of lecture and one two-hour laboratory period weekly. Spring semester.

BI 430 Embryology (3 credits†)
Prerequisite: BI 121-122 or equivalent; CH 131-132; or consent of the instructor
A study of developmental processes at different levels of organization with emphasis on animal development. Topics include gametogenesis, fertilization, early embryonic development, organogenesis, differentiation, growth and regeneration. Two hours of lecture and one two-hour laboratory period weekly. Offered alternate years, Spring semester.

BI 434 Biological Electron Microscopy (3 credits†)
Prerequisite: BI 200 or consent of the instructor
An introduction to the techniques of tissue preparation including fixation, dehydration and embedding procedures, followed by sectioning and staining, practical use of the electron microscope and interpretation of electron photomicrographs. Basic principles of tissue preparation and applications of electron microscopy will be stressed. One hour of lecture and one four-hour laboratory period weekly. Spring semester.

BI 436 Mammalian Reproductive Physiology (3 credits)
Prerequisite: BI 121-BI 122; BI 200; physiology course; or consent of instructor
This course is designed to introduce mammalian reproduction from a physiological perspective. The goal is to provide a functional understanding of the physiological bases for reproductive events in vertebrates, emphasizing mammals. Two hours lecture and two hours laboratory per week.

†May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
BI 450 Virology (3 credits†)
Prerequisite: BI 200 and CH 131-132 or CH 141-142
This course is an introduction to the study of viruses including bacteriophages and animal viruses. Viral structure and mechanisms of action are considered at the molecular level, and emphasis is placed on viral replication strategies. Three hours lecture weekly.

BI 472 Human Genetics (3 credits†)
Prerequisite: BI 321 or consent of the instructor
The general principles of genetics as applied to humans. Emphasis will be placed on human genome analysis, pedigree construction and analysis, diagnosis and treatment of genetic diseases, gene mapping, cytogentic of normal and aberrant genomes and population genetics. Three hours lecture weekly. Offered every third year

BI 475 Parasitology (3 credits†)
Prerequisite: BI 100 or equivalent; or consent of the instructor
The biology of animal parasites and their vectors with emphasis on morphology, physiology, development, taxonomy, and distribution. Representatives of the principal groups of parasites are studied in the laboratory. Two lectures and one two-hour laboratory period weekly.

BI 482 Neurobiology (3 credits†)
Prerequisite: At least junior level status in biology or consent of the instructor; a course in physiology is recommended
Nervous system ultrastructure, and the chemical and physiological properties of mammalian nerve cells will be discussed. Topics will include an examination of cell types, membrane potentials, synaptic transmission, embryonic development, growth and aging. Sensory and motor functions of nerves; reflex mechanisms; autonomic nervous functions; and central nervous system functions such as emotions, learning and memory, regulation of biological clocks, and autonomic functions will be covered. Three hours of lecture weekly. Offered every third year

BI 485 Honors Thesis (3 credits)
This course is open to All-College and Departmental Honors students. One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. Either semester

BI 490 Special Topics in Biology (1-3 credits†)
Prerequisite: BI 121-122, other prerequisite may be required
Various specialized or experimental offerings in biology will be offered from time to time as either three-credit courses or short courses of one or two credits. Each course may be lecture, laboratory, or combined lecture and laboratory as appropriate. Biology majors may take up to three short courses for a total of three credits.

BI 497 Undergraduate Biological Research (3 credits)
Prerequisite: Sophomore, junior or senior standing and acceptance by the supervising faculty member
Students who are accepted by a faculty member as a participant in an undergraduate laboratory or field research project enroll in this course. Projects entail substantial research in the faculty member's biological subdiscipline and are publicized as student research positions become available. Students are extensively involved in experimental planning, execution, analysis and reporting, and present their results to the biology department. Offered every semester

BI 498 Internship in Biology (3-15 credits)
Prerequisite: Consent of the department
Internships include research, laboratory or occupational experience in industrial, allied health, educational, medical, governmental, recreational, regulatory or other organizations outside of the college. No more than six credits may be used toward the biology major electives. Graded on a satisfactory/unsatisfactory basis. Either semester

BI 499 Directed Study in Biology (1-3 credits)
Prerequisite: Consent of the department
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. Graded on a satisfactory/unsatisfactory basis. Either semester

BI 502 Research (credit to be arranged)
Original research undertaken by the graduate student in his field. For details, consult the paragraph entitled "Independent Study" in the Graduate and Continuing Education section of this catalog. This course may be repeated.

BI 503 Directed Study (credit to be arranged)
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Independent Study" in the Graduate and Continuing Education section of this catalog.

BI 504 Advanced Seminar in Selected Modern Biological Topics (3 credits)
A study of significant recent work in a specific area of biological research. Students will be expected to do considerable library research, make oral presentations, and present a satisfactory written summary of their work.
BI 560 Special Topics in Biology Education (3 credits)
Prerequisite: BI 121-122 or equivalent and graduate standing
A special topics course which will allow specialized and one-time offerings in the field. Designed to allow experimental courses of special interest to teachers or biology majors interested in the field of education.

BI 561 Special Topics in Biology (3 credits)
Prerequisite: BI 121-122 or equivalent and graduate standing
A special topics course which will allow specialized and one-time offerings in the field. Designed to allow experimental courses of special interest to biology majors.

BI 580 Foundations of Biological Education (3 credits)
An exploration of the historical underpinnings of biological education and the integration of modern philosophical foundations of biological education with classroom practice.

Other Approved Courses:
BI 104 Animal Morphology
BI 106 Introductory Plant Science
BI 109 Introduction to Human Disease
BI 113 Fundamentals of Biology
BI 114 Horticulture
BI 116 Drugs of Plant Origin
BI 118 Evolution
BI 135-136 Freshman Honors Colloquium
BI 211 Landscaping
BI 212 Plant Propagation
BI 240 Plant Morphology
BI 241 Plant Anatomy
BI 286-287 Sophomore Honors Colloquium
BI 324 Microscopical Technique
BI 370 Vertebrate Zoology
BI 390 Introduction to Pharmacology
BI 410 Techniques of Molecular Biology
BI 421 Seminar in Biology
BI 425 Population Ecology
BI 433 Cytology
BI 435 Problem Solving with the Computer
BI 444 Biology of the Fungi
BI 480 Tropical Field Ecology
BI 506 Advanced Cell Biology
BI 507 Mechanisms of Development
BI 508 Advanced Population Biology
BI 509 Advanced Physiology
BI 521 Advanced Cellular & Molecular Technique
BI 523/BI 524 Marine Mammal Science for the Grades 5-8 Teacher
BI 532 Ultrastructure
BI 538 Intertidal Biology
BI 550 Modern Developments in Biology
BI 551 Advanced Mycology
BI 573 Advanced Vertebrate Biology
BI 581 Mammalogy
BI 584 Ethology
BI 585 Advanced Ichthyology

COMMUNICATION STUDIES
(CC)

†Note: From the one-credit cocurricular activities, CC 110, CT 140, CT 155, and CT 185, and from any and all cocurricular activities for which the college grants credit, a student may accumulate not more than one credit per semester (two per year) nor more than six per four-year degree program. Exception: All one credit cocurricular and Physical Education activity courses that are required for students officially enrolled in an approved major, concentration or minor may be counted towards graduation.

CC 110 Forensics Practicum (1 credit)
Credit is given for sixty or more hours of intercollegiate debate and competitive speaking at intercollegiate tournaments. Maximum of 3 credit hours to be used toward a major or minor in Communication Studies. Graded on a pass/fail basis. Either semester

CC 130 Human Communication Skills (3 credits)
This course is designed to foster competence and improve performance in all areas of communication. Through participative learning, the student will demonstrate those skills necessary to communicate effectively in interpersonal, group and public communication situations. Satisfies the GER in Speaking. Either semester

CC 135-136 Freshman Honors Colloquium
(1 credit each semester)
Prerequisite: Consent of the instructor
Freshman Honors Colloquia in Communication Studies allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. Open to All-College Honors students and to others at the discretion of the instructor. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. CC 135 Fall semester, CC 136 Spring semester

CC 150 Practicum in Communication Media
(1 credit)
This course provides students with a faculty supervised applied learning experience in connection with electronic media on campus. A minimum of 60 clock hours of work is required. This course may be taken no more than two times for credit within the major. Graded on a pass/fail basis. Either semester

CC 210 Voice and Diction (3 credits)
Analysis of each student’s habits of respiration, phonation, and articulation; exercises designed to correct poor habits. Physics and physiology of the vocal mechanism. Training in perception, differentiation and production of the standard sounds of good American speech. Either semester

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
CC 212 Announcing (3 credits)
Prerequisite: CC 210
For students interested in broadcasting careers in radio and television. Key areas include radio and television announcing, interviewing techniques, narration and talk programs, sports and newscasting. Either semester

CC 214 Radio Production (3 credits)
Audio theory, programming and production, station management, and relation of radio to record industry, working as a member of a production team in writing, producing and editing on-air production.

CC 215 Television Studio Production (Television Production I) (3 credits)
Learn equipment, direct live or live on tape, edit, cue audio and video. Team production of news, talk shows.

CC 220 Introduction to Mass Communication (3 credits)
This course provides a review of the historical development of mass communication and the current status of the industry. It includes an examination of the daily operations of print communication and broadcast communication industries and a brief consideration of career opportunities. Either semester

CC 230 Introduction to Communication (3 credits)
Prerequisite: CC 130 or consent of the instructor
Historical overview of main figures and schools of thought in communication from classical times to present. Application of the traditional concepts to contemporary areas, e.g. interpersonal, small group and public communication. Emphasis on the importance of communication to the development of self, knowing and society. Either semester

CC 250 Public Speaking (3 credits)
Study, evaluation and analysis of speech preparation with frequent practice of various speech types. Informative, persuasive and special occasion topics emphasized. Either semester

CC 260 Group Communication and Decision Making (3 credits)
Extends theoretical knowledge of small group behavior. Stress will be on implementation of theories in such areas as leadership, roles of group members, conflict management, reasoning, argument and problem solving. Either semester

CC 270 Interpersonal Communication (3 credits)
The description and analysis of interpersonal interaction and human relationships as they occur in everyday settings. Either semester

CC 280 Developing Creativity (3 credits)
The purpose of this course is to increase the degree to which students recognize and nurture their creative potential, especially in sensing and meeting problems and challenges in all aspects of their academic and personal lives. Either semester

CC 286-287 Sophomore Honors Colloquium (1 credit each semester)
Prerequisite: consent of the instructor
Sophomore Honors Colloquium in Communication Studies allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. Open to All-College Honors students and to others at the discretion of the instructor. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. CC 286 Fall semester, CC 287 Spring semester

CC 290 Beginning Videography (3 credits)
Prerequisite: CC 215
This course is a study of the styles and techniques of video production. Students work with the different elements of video production such as camera, sound, editing and script. Once a year

CC 295 Communications Studies Research (3 credits)
Prerequisite: CC 130, CC 220, CC 230
This course provides an introduction to communication research, methods, and writing style.

CC 300 Television, Minorities and Cultural Diversity (3 credits)
Roles and images of Blacks and other minorities as portrayed in radio and television. Also examines economic and aesthetic participation of minorities in programming decisions, reflecting ethnic and multicultural dimensions of programming. Once a year

CC 301 Introduction to Public Relations (3 credits)
Prerequisite: CC 130
This course provides the student with a knowledge of the history, goals, objectives and skills associated with public relations. It offers students an opportunity to utilize acquired communication skills in a specific career area as well as giving students the opportunity to acquire writing, reasoning, listening, speaking and other skills required in public relations work. Case study analysis and hands-on applications are primary teaching/learning methodologies. Either semester

CC 303 Organizational Communication (3 credits)
Prerequisite: CC 130, CC 230
Analysis of communication problems in modern complex organizations, theory and practice. Spring semester

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
CC 305 Advanced Forensics Laboratory (3 credits)
Prerequisite: CC 110 or consent of the instructor
After advanced individual work in speech composition and delivery, the student will be required to prepare a variety of speech types for intercollegiate competition. Fall semester

CC 312 Writing for Public Relations (3 credits)
Prerequisite: CC 301
This course will offer the student writing experience in various forms of public relations including writing assignments that would be typical in both nonprofit and business organizations. Included are press releases, brochures, newsletters, feature stories and speeches. The computer is the essential technology for this course. Either semester

CC 320 Mass Communication in Society (3 credits)
Prerequisite: CC 220 or equivalent
This course reviews theory and research in the field of mass communication. Special attention will be paid to the evolution of the concept of the mass audience and current concerns about the effects of media content on individuals and society. Fall semester

CC 325 Broadcast Newswriting (3 credits)
Prerequisite: EN 280
This course offers instruction in the writing of news and public affairs copy for radio and television. News gathering and writing assignments will be given weekly.

CC 330 Business and Professional Communication (3 credits)
Increases levels of competence in negotiating, interviewing, evaluating, leading and presentational skills. This course stresses abilities needed to attain cooperation and exert influence in corporate and public sector work environments. Either semester

CC 335 News and Politics (3 credits)
Prerequisite: CC 220
Develop an understanding of political, social, cultural events as they affect print and electronic journalism. Once a year

CC 338-339 Honors Tutorial (3 credits each semester)
Prerequisite: consent of the department
Special topics in speech communication. Open to All-College and Departmental Honors students. Three hourly meetings weekly. CC 338 Fall semester, CC 339 Spring semester

CC 341 Public Relations Case Studies (3 credits)
Prerequisite: CC 301
This course addresses crucial dimensions of strategic planning and implementation of public relation programs and campaigns. Focus will be on managerial decision-making role, strategies of communication selected, and the evaluation of the PR campaigns. Cases will be from business, government and the non-profit sector. Every other semester

CC 343 Nonverbal Communication (3 credits)
Prerequisite: CC 130, CC 250, CC 260
This course is designed to provide the student with theoretical knowledge and practical analytical application of the field of nonverbal communication and its importance in the field of communication.

CC 345 Writing for Radio and Television (3 credits)
Prerequisite: EN 280, CC 215, CC 325
Course includes sports, documentaries, interviews, commercials, PSAs, and/or comedy. Requires knowledge of production elements used in radio and television.

CC/ID/PY 349 Perspectives on the Holocaust (3 credits)
Prerequisite: PY 100 and CC 130
This course introduces students to the study of the Holocaust. It examines the atmosphere and events that allowed the systematic extermination of 11 million non-combatants, including six million Jews. Multidisciplinary in approach, the course draws principally upon psychology and communication studies. Additionally, a variety of social science perspectives are utilized. Recommended for juniors and seniors. Offered once each year.

CC 360 Argumentation and Advocacy (3 credits)
The theory and practice of argument in various fields, including debate, public address, and interpersonal communication will be explored.

CC 365 Introduction to Intercultural Communication (3 credits)
Introduction to Intercultural Communication is a course designed to acquaint students with the factors which affect interpersonal relationships among people of differing cultural backgrounds. Foreign as well as native-born persons are encouraged to take the course. Course objectives are to enable students to become more sensitive to and tolerant of values and ideas expressed by others. Spring semester

CC 380 Broadcast Station Administration (3 credits)
Teaches students the fundamentals of radio and television programming and management. Programming for both public and commercial stations. The problems of station management will be covered including regulations, personnel, sales, economics, program sources, grant writing, ratings and research. Provides students with comprehensive assessment of the broadcast management experience.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
CC 390 Television Direction I (3 credits)
Prerequisite: CC 215, or CC 290 and CC 345
This course will work with the elements of television: lighting, composition, use of camera, movement, sound, working with talent, format and genres. Fall semester

CC 391 Public Relations Practicum (3 credits)
Prerequisite: CC 301
This course is designed to provide students with the opportunity to integrate their communication skills through supervised application of these skills in a public relations setting. Using a 30 hour required field experience as a focal point, students will utilize research, organizational thinking, writing and speaking skills throughout the semester. Either semester

CC 395 Communication Theory (3 credits)
Prerequisite: CC 130, CC 230, CC 295
Focus on contemporary perspectives vital to understanding and critiquing communication, public communication, and rhetoric. Either semester

CC 396 Mass Communication Theory and Research (3 credits)
Prerequisite: CC 220, CC 295, CC 320
Historical-critical look at various theories of mass communication. May include past and present media research theory and techniques, including focus groups, rating systems, UPC codes and public opinion polling. Either semester

CC 399 Topical Studies (3 credits)
Prerequisite: dependent on topic
Variable contemporary topics in communication. Either semester This course may be repeated for different topics.

CC 402 Interpersonal Conflict Resolution (3 credits†)
Prerequisite: CC 270 or consent of the instructor
This course introduces the theory, research and practice associated with interpersonal conflict resolution. Students seeking careers in public relations, sales, business, organizational development and advocacy will benefit from this analysis of communication processes. Fall semester

CC 415 Advanced TV Production (3 credits†)
Prerequisites: CC 215, CC 290
This course will give students television production experience. Topics will include scripting, budgeting, pre- and post-production protocols, copyright and legal issues, studio and field production considerations, aesthetic issues, and editing. The course will culminate in a 25-30 minute television project produced and directed by the student for his/her portfolio.

CC 426 Critical Perspectives on Mass Communication (3 credits†)
Prerequisite: CC 320
This course focuses on theories of mass communication used for critiquing the major forms of mass media around the world. The theories include dramatism, semiotics, Marxist view, popular culture and rhetorical analysis.

CC 450 Persuasion (3 credits)
Prerequisite: CC 295, CC 395
This course will examine persuasion as a tool for modifying the beliefs, attitudes and behaviors of others. Applications of persuasion to the fields of communication and mass communication including advertising, public relations, marketing, programming, and station management, as well as the social and political dimensions of democracy. Once a year

CC 462 Patterns of International Communication (3 credits)
Prerequisite: CC 130, CC 395, CC 320 or consent of the instructor
A study of communication systems throughout the world. Students will focus on media as it functions within a variety of political systems. Spring semester

CC 472 Communication Training and Development (3 credits)
Prerequisite: CC 130, and two of the following: CC 250, CC 260, CC 270
In this course, students will learn the theory of Communication Training and Development, and learn how to apply that theory in specific interpersonal, group, public and organizational contexts. Once a year

CC 485 Honors Thesis (3 credits)
This course is open to All-College and Departmental Honors students. One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. Either semester

CC 495 Communication Studies Seminar (3 credits)
Prerequisite: CC 295, CC 395
This seminar will pursue in depth certain themes and topics in the area of the communication studies. Either semester

CC 496 Seminar in Mass Communication (3 credits)
Prerequisite: CC 295, CC 396
This seminar will pursue in depth certain themes and topics in the area of Mass Communication. Either semester

†May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
COMMUNICATION DISORDERS (CD)

CD 220 Introduction to Communication Sciences and Disorders (3 credits)
An introduction to speech, language and hearing disorders in children and adults. Disorders of functional, structural and neurological etiologies will be discussed. Either semester

CD 231 Sign Language I (3 credits)
History and development of manual communication and deaf culture in the United States. Focus on contact signing and American Sign Language through vocabulary development and beginning conversational skills. Either semester

CD 232 Sign Language II (3 credits)
Prerequisite: CD 231
A more advanced course in sign language with an emphasis on conversational skills through vocabulary and grammar development. Aspects of the deaf culture will be addressed. Fall and Spring

CD 281 Speech Anatomy and Physiology (3 credits)
Introduction to the study of the anatomy and physiology of systems involved in speech, language, and hearing, and their relationships to disorders of communication. Fall semester

CD 282 Speech and Hearing Science (3 credits)
An introductory course as it relates to normal aspects of speech, hearing, and language. Physiological elements of speech production, speech acoustics, auditory physiology and the psychophysics of sound reception. Spring semester

CD 290 Language Acquisition and Development (3 credits)
An overview of the normal language acquisition and development process through the life span. Emphasis on the years birth though school age. Theories of language development, rule systems of English, stage of language development, individual and cultural differences, prevention of language problems, and techniques for clectioning and analyzing a language sample will be addressed. Either semester

CD 294 Phonetics (3 credits)
Analysis and transcription of speech sound systems. Spring semester

CD 312 Language Disorders in Children (3 credits)
Prerequisite: CD 220, CD 290
Etiology, diagnosis, evaluation, cultural differences, and treatment of language-impaired children. Clinical case material will be discussed and analyzed. Introduction to diagnostic tools and evaluations methodology. Basic theoretical constructs pertaining to the treatment of the language-impaired populations from birth through high school. Spring semester

Other Approved Courses:
CC 352 Advanced Group Communication and Leadership
CC 375 Broadcast Programming
CC 420 Mass Communication Rules and Regulations
CC 502 Research
CC 504 Communication Skills Overview
CC 505 Communication Theories Overview
CC 506 Communication Research Methods Overview
CC 507 Communication Studies Education: Teaching Human Communication Courses in the College and University
CC 508 Classical and Medieval Rhetoric
CC 511 Laboratory in Interpersonal Communication
CC 512 Public Communication
CC 513 Laboratory in Small Group Communication
CC 514 Coaching and Directing Forensics
CC 515 Male/Female Communication
CC 516 Seminar in Intercultural Communication
CC 520 Group Leadership
CC 525 Seminar in Mass Communication
CC 530 Problems in Organization Communication: Diagnosis and Treatment
CC 535 Seminar in Communication Theory
CC 540 Scholarship and Criticism in Communication Studies

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
CD 313 Phonology and Articulation Disorders (3 credits)
Prerequisite: CD 220, CD 281 or CD 282, CD 294
This course is a study of normal and abnormal phonology and articulation. Including etiology, prevention, diagnosis, assessment, cultural differences, and treatment of phonology and articulation disorders. Use of distinctive feature theory, phonological process analysis, and traditional phonetic approaches will be covered. Fall semester

CD 325 Voice Disorders in Children and Adults (3 credits)
Prerequisite: CD 220, CD 281, CD 282
An introduction to etiology, diagnosis, and remediation of voice disorders and associated pathological conditions. Spring semester

CD 351 Introduction to Audiology (3 credits)
Prerequisite: CD 281, CD 282
Science of hearing; transmission and measurement of sound to the human ear, anatomy, physiology, and neurology of hearing mechanism. Related pathological conditions will be discussed. Fall semester

CD 352 Clinical Audiometry (3 credits)
Prerequisite: CD 351
Study of the measurement of hearing including basic tests as well as tests used for differential diagnosis of auditory disorders. Two lecture periods and one two-hour laboratory period weekly. Spring semester

CD 393 Aural Rehabilitation (3 credits)
Prerequisite: CD 351 and CD 352
Habilitation and rehabilitation for the hard of hearing including assessment and therapy procedures related to auditory training, speech reading, language therapy, and hearing aid training. Educational management and counseling strategies will also be addressed. Fall semester

CD 399 Topical Studies (3 credits)
Variable contemporary topics in communication disorders. Spring semester This course may be repeated for different topics.

CD 440 Clinical Practicum: Audiology (1-3 credits†)
Prerequisite: CD 352, a cumulative GPA of 2.75, a GPA of 2.75 in communication disorders courses, and consent of communication disorders faculty.
This course provides clinical experience in audiology. Clinical hours obtained can be credited toward A.S.H.A. hours. Activities will include hearing screening and diagnostic testing in various settings. The course may be repeated once. Either semester

†May be taken for graduate level credit.

CD 451 Clinical Strategies in Communication (3 credits†)
Prerequisite: CD 312, CD 313, CD 325, a cumulative GPA of 2.75 and a GPA of 2.75 in major and consent of the communications disorders area faculty
The objective of this course is to introduce the student to intervention strategies and skills used in assessment of children and adults with communication disorders. It will be taken in the fall semester of the senior year by all students who elect the practicum track. Other Communication Disorders students may take it only with consent of the Communication Disorders faculty. Fall semester

CD 480 Clinical Procedures: An Overview (3 credits†)
Professional behavior, responsibilities, and ethics will be presented followed by an introduction to the clinical process. The need for consideration of cultural diversity and treatment throughout the lifespan will be emphasized. Through completion of 25 observation hours, the students will have the opportunity to demonstrate integration of concepts presented throughout the communication disorders curriculum. Either semester

CD 490 Clinical Practicum: Speech Pathology (1-6 credits)
Prerequisite: CD 312, CD 313, CD 325, a cumulative GPA of 2.75, a GPA of 2.75 in communication disorders courses, and consent of the communication disorders faculty.
This is a clinical experience in speech pathology. Clinical hours obtained can be credited towards A.S.H.A. hours. Activities will be determined by student need, experience and academic preparation. Initially the student will register for one credit to be taken concurrently with CD 451. May be repeated once.

CD 499 Directed Study in Communication Disorders (1-3 credits)
Prerequisite: consent of the department; formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. Either semester

Other Approved Courses:
CD 338-339 Honors Tutorial
CD 485 Honors Thesis
CD 502 Research
CD 503 Directed Study
CD 520 Pediatric Audiology
CD 540 Advanced Audiology
CD 543 Advanced Clinical Strategies
CD 552 Neurogenic Communication Disorders
CD 553 Language Disorders in Older Children
CD 554 Organic Communication Disorders in Children
CD 557 Fluency Disorders: Theory and Therapy
CD 558 Aphasia in Adults

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
CD 590 Nonverbal and Augmentative Communication Systems  
CD 595 Advanced Assessment and Interpretation of Communication Disorders  
CD 596 Graduate Clinical Practicum I: Speech Pathology  
CD 597 Graduate Clinical Practicum II: Speech Pathology  
CD 599 Topical Studies in Communication Disorders

**CHEMICAL SCIENCES (CH)**

**CH 100 Computer Science in Chemistry**  
*(2 or 3 credits)*  
Introduction to computers as used in chemistry. The use of word-processing, spreadsheets and an introduction to the use of BASIC programming for interfacing with laboratory equipment. Computer software used in molecular modeling and in the simulation of chemical systems will be explored.  
*Spring semester*

**CH 102 Chemistry in Everyday Life**  
*(3 credits)*  
A selection of topics from the multitude of chemical and nuclear reactions encountered in the everyday life of the modern person will be presented through lectures and demonstrations. Topics such as the following may be included: evaluation of energy alternatives, radioactive isotopes in diagnosis and treatment of disease, risk-to-benefit evaluation of food additives and environmental impact of chemical waste disposal. Satisfies the GER in Physical and Biological Sciences (non-lab course).  
*Either semester*

**CH 131 Survey of Chemistry I**  
*(4 credits)*  
**CH 132 Survey of Chemistry II**  
*(3 credits)*  
**CH 131 is prerequisite to CH 132**  
This sequence of courses surveys the broad range of topics that comprise the field of chemistry. Topics covered first semester include atomic structure, chemical bonding, states of matter, solutions, chemical reactions (with an emphasis on acid/base reactions) and nuclear chemistry. Topics covered in the second semester include the structure, nomenclature and reactions of organic molecules, enzymes, and the basics of metabolism (concentrating on energy producing pathways). This sequence is designed for students requiring a yearlong course in chemistry, but who are not planning further study in chemistry (except for instrumentation, CH 250). CH 131 (4 credits) entails three hours of lecture and one three-hour laboratory weekly. This course satisfies the GER in Physical and Biological Sciences (laboratory). CH 132 (3 credits) entails three hours of lecture each week.  
*CH 131 Both semesters, CH 132 Spring semester only*

**CH 135-136 Freshman Honors Colloquium**  
*(1 credit each semester)*  
**Prerequisite: Consent of the instructor**  
Freshman Honors Colloquia in Chemistry allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. Open to all-college honors students and to others at the discretion of the instructor. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester.  
*CH 135 Fall semester, CH 136 Spring semester*

**CH 141-142 Chemical Principles I-II**  
*(4 credits for each semester)*  
**CH 141 is prerequisite to CH 142. CH 141 only satisfies the GER in Physical and Biological Sciences.**  
Theoretical inorganic chemistry will be studied with emphasis on mass-energy relationships in terms of structure and physical laws. Laboratory work emphasizes quantitative techniques. Three hours of lecture and four hours laboratory weekly.  
*CH 141 Fall semester, CH 142 Spring semester*

**CH 241 Quantitative Chemical Analysis**  
*(3 credits)*  
**Prerequisite: CH 142**  
The classical and modern methods for the quantitative analysis of organic and inorganic compounds, including volumetric, gravimetric, spectroscopic and chromatographic methods. Topics covered include acid-based, solubility, and complex-formation equilibria, as well as an introduction to spectroscopy and chromatography.  
*Offered every other spring semester*

**CH 242 Intermediate Inorganic Chemistry**  
*(3 credits)*  
**Prerequisite: CH 142**  
The descriptive chemistry, as well as synthesis and reactions, of non-transitional elements and their compounds are studied systematically. Correlations of structure and properties are explained on the basis of modern theories.  
*Fall semester*

**CH 250 Instrumentation**  
*(3 credits)*  
**Prerequisite: CH 132 or consent of the instructor**  
The physical chemistry basic to modern analytical instrumentation will be discussed as the basis for the study of instrumental analysis. Two hours of lecture and one two-hour laboratory period weekly.  
*Offered once in three years, Spring semester*

**CH 286-287 Sophomore Honors Colloquium**  
*(1 credit for each semester)*  
**Prerequisite: Consent of the instructor**  
Sophomore Honors Colloquia in Chemistry allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. Open to All-College Honors students and to others at the discretion of the instructor. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester.  
*CH 286 Fall semester, CH 287 Spring semester*

*Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.*
CH 290 Environmental Chemistry (3 credits)
Pre requisite: CH 142
A one-semester course covering the basic principles of aquatic chemistry, atmospheric chemistry, and the chemistry of the geosphere. Topics include energy and the environment, water pollution, water treatment, air pollution, photochemical smog, global warming, the ozone hole, and an introduction to "green" chemistry. Offered once in two years, Spring semester.

CH 343-344 Organic Chemistry I-II (4 credits for each semester)
Pre requisite: CH 142 or consent of instructor
An introductory course in organic chemistry organized in terms of the structure of organic compounds, mechanism of organic and biorganic and environmental chemistry. The laboratory includes an elementary, middle, and high school Chemistry OutReach project for students interested in science teaching careers. Three hours of lecture and four hours of laboratory weekly. CH 343 is a prerequisite to CH 344. The same course may be taken without laboratory under CH 341, 342.

CH 381-382 Physical Chemistry I-II (4 credits for each semester)
Pre requisite: CH 142 and MA 152 or MA 142 and consent of instructor
The laws governing the physical and chemical properties of substances. CH 381 covers thermodynamics and kinetics, while CH 382 focuses on molecular spectroscopy and quantum chemistry and statistical mechanics. Three hours of lecture and one four-hour laboratory period weekly.

CH 390 Research Problems in Chemistry (1-3 credits)
Pre requisite: CH 344, CH 382 and consent of the department
Special projects for advanced students desiring individual instruction in the methods of chemical research. Hours arranged. This course may be repeated for up to 6 credits. Either semester

CH 444 Advanced Inorganic Chemistry (3 credits)
Pre requisite: CH 344, CH 382
The topics of group theory, stereochemistry, ligand field theory, molecular orbital theory, synthesis and kinetics of reactions as applied to transition metal elements will be treated in detail. CH 382 may be taken concurrently. Hours arranged. Spring semester

CH 450 Instrumental Analysis (3 credits)
Pre requisite: CH 382
Theory and practical application of instrumental methods as applied to chemical analysis, including pH measurements, electro-deposition, potentiometry, crystallography, mass spectrometry and spectroscopy. CH 382 may be taken concurrently. Two hours of lecture and one four-hour laboratory period weekly. Fall semester

CH 461 General Biochemistry I (4 credits)
Pre requisite: CH 344 or consent of the instructor
A survey of the chemical components of living matter and the major processes of cellular metabolism. Three hours of lecture and one three-hour laboratory period weekly. Fall semester

CH 462 General Biochemistry II (3 credits)
Pre requisite: CH 461
A survey of the chemical components of living matter and the major processes of cellular metabolism. Three hours of lecture weekly. The laboratory portion may be taken independent of the lecture under CH 466 Advanced Biochemistry Laboratory. Spring semester

CH 466 Advanced Biochemistry Laboratory (2 credits)
Pre requisite: CH 461
A study of special laboratory techniques used in biochemical research, such as chromatography, enzymology, radiochemical techniques, electrophoresis, and metabolic pathways. An individual project will complete the laboratory. One hour of laboratory discussion and three hours of laboratory weekly. Spring semester

CH 485 Honors Thesis (3 credits)
This course is open to All-College and Departmental Honors students. One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. Either semester

CH 490 Special Topics in Chemistry (3 credits)
Pre requisite: CH 382 or permission of the instructor
Special Topics in Chemistry will deal with various topics at the "cutting edge" of chemistry. The course will stress the current literature as the "text." Assessment will be based primarily on writing assignments. Since the topic will change each time the course is offered, please see the department for the current topic. Offered Spring semester.

CH 492 Laboratory Techniques (3 credits)
Pre requisite: CH 344, CH 382
Special techniques used in the research laboratory, such as glass-blowing, vacuum line technique, vacuum distillation, dry-box operations and advanced synthetic methods. Hours arranged. Fall semester

CH 498 Internship in Chemical Sciences (3-15 credits)
Pre requisite: Consent of the department; formal application required
Laboratory experience in industrial or government laborato-
CH 499 Directed Study in Chemistry (1-3 credits)
Prerequisite: Consent of the department; formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. Either semester

Other Approved Courses:
CH 111 The Art of Chemical Inquiry
CH 125 Introductory Chemistry for the Life Sciences I
CH 126 Introductory Chemistry for the Life Sciences II
CH 210 Chemistry and Society
CH 252 Recent Developments in Inorganic Chemistry
CH/PH 260 Microprocessors-Microcomputer Technology
CH 270 Introduction to Toxicology
CH 280 Physical Chemistry for the Life Sciences
CH 290 Environmental Chemistry
CH 300 Organic Chemistry for the Life Sciences
CH 338-339 Honors Tutorial
CH 350 Introduction to Laboratory Automation
CH 372 Marine Chemistry
CH 389 Introduction to the Chemical Literature
CH 422 Applied Computational Chemistry
CH 440 Advanced Organic Chemistry
CH 442 Qualitative Organic Analysis
CH 502 Research
CH 503 Directed Study
CH 510 Chemical Instrumentation
CH 512 Microcomputers as Laboratory Instruments
CH 520 Molecular Modeling
CH/PH 525 Problem Solving in Chemistry and Physics
CH 530 Computer Assisted Instruction Design in the Physical Sciences
CH 550 Chemistry and the Environment
CH 561 Recombinant DNA Technology
CH 562 Protein Chemistry
CH 582 Biochemistry Topics
CH 585 Atomic and Molecular Structure
CH 591 Advanced Organic Chemistry I: Structure
CH 592 Advanced Organic Chemistry II: Mechanism and Synthesis
CH 594 Special Topics in Inorganic Chemistry
CH 597 Advanced Physical Chemistry I: Chemical Thermodynamics and Statistical Thermodynamics
CH 598 Advanced Physical Chemistry II: Chemical Kinetics

CRIMINAL JUSTICE (CJ)

CJ 201 Introduction to Criminal Justice (3 credits)
Prerequisites: SO 102 or SO 103 or concurrent registration in either course
This course provides an overview of the American criminal justice system, including the development and structure of the system. It surveys the roles and relationships among the key actors in the system, including police, courts, juries, prosecutors, and corrections agencies and institutions. The course also examines the relations between society, crime, and the criminal justice system. Offered both semesters

CJ/SO 310 Women and Crime (3 credits)
Prerequisite: SO 102
This course examines women and crime from sociological and criminological perspectives. The course will cover a wide variety of topics related to women and crime, including crimes against women, crimes perpetrated by women, women in prison and women as criminal justice system officials. The course will closely examine violent crimes against women including rape, murder and battering. It will also focus on battered women who kill their attackers. Other important topics include feminist criticisms of mainstream criminology and the emergence of feminist theories in criminology. Fall semester

CJ/SO 313 Family Violence (3 credits)
Prerequisite: SO 102
This course examines violence in the family from sociological and criminological perspectives. It also examines the response of the criminal justice system to family violence. The course examines the extent, types and causes of violence in families and domestic units and will also analyze the reasons why most family violence is directed against women and children. The course also examines the role of family intervention and policies for the prevention of family violence, as well as the social and legal implications of those recommendations. Alternate spring semesters

CJ/SO 331 Police, Community and Society (3 credits)
Prerequisite: CJ 201 or SO 102 or SO 103
This course examines the current issues and themes relating to the police and their role in communities and in society. Topics covered will include the organizational structure of police departments, police problems and issues affecting society at large, new theories of the effects of policing on crime, and the effectiveness of community policing. Offered both semesters

CJ 335 Courts and Criminal Law (3 credits)
Prerequisite: CJ 201
This course examines the role of criminal courts in the United States, the structure and organization of courts, and the disposition of cases at all levels of the criminal justice system. Topics covered include the roles of central actors and the decision-making process in criminal courts. It also examines the

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
impact of social inequality on the structure and operation of
criminal courts and considers prospects for reforming
criminal courts. Offered once a year

CJ/SO 355 Juvenile Delinquency (3 credits)
Prerequisite: SO 102
Analysis of the nature and types of juvenile behavior that
violates law; the mechanisms of defining such behavior as
delinquent, and the relationship between delinquency and
the social situations of juvenile offenders. Fall semester

CJ/SO 384 Criminal and Delinquent Behavioral
Systems (3 credits)
Prerequisite: SO 328
A study of behavioral systems in the commission of crime
delinquency. Such systems include institutional as well as
more informal social structures and patterns of behaviors,
including the normative rationalizations that support and
legitimize criminal and delinquent behaviors in society.
Offered every three years

CJ/SO 385 Victimology: Sociology of Victims
(3 credits)
Prerequisite: SO 328
This course is organized to address the significant questions of
the victimologist perspective: who are victims in specific types
of crimes, and how do they become victims? What role do
victims play in their own victimization? Are there victimless
crimes? How are victims treated by the police, the courts and
related agencies? What can the criminal justice system do for
the victims? Should victims participate in the sentencing
process? Should victims be compensated and, if so, by whom?

CJ/SO 399 Special Topics in Sociology (3 credits)
Prerequisite: SO 102
Various special topics of current interest in sociology will be
offered from time to time. Topics will be announced before
registration. May be taken more than once but only three (3)
credits will be counted toward the first 30 hours in the
sociology major.

CJ 406 Ethical and Policy Issues in Crime and
Justice (3 credits)
Prerequisite: CJ 201 and SO 328
This course examines a wide range of ethical and moral
issues in the field of criminal justice. The topics covered
include the nature and principles of justice, issued in
sentencing and incarceration, police and ethics, ethical and
policy issues in criminal justice research, the death penalty,
and the nature of state control in contemporary societies.
Offered once a year

CJ 485 Honors Thesis (3 credits)
Prerequisite: Admission to the Departmental Honors Program and
Senior Status
This course is open to Commonwealth and Departmental
Honors students. With the consent of the Departmental
Honors Committee and the thesis director, this course may
be extended into a second semester for three additional
credits depending on the scope of the project. The Depart-
mental Honors Committee will determine if the final version
of the thesis qualifies the student to graduate with Honors.

CJ/SO 496 Seminar: Critical Issues in Crime and
Justice (3 credits)
Prerequisite: SO 328
This seminar will examine critical issues related to crime and
justice. The focus of the seminar will vary from semester to
semester, but it will enable students to synthesize their
knowledge and skills in analyzing issues related to crime and
criminal justice, racial inequality in the criminal justice
system, the efficacy of increasing incarceration rates, and
societal responses to crime. The seminar will require students
to demonstrate: (1) comprehensive knowledge of the field of
criminal justice; (2) critical thinking skills applied to criminal
justice; (3) effectiveness in oral and written communication;
(4) awareness of ethical issues in criminal justice; and (5)
knowledge of data sources in criminal justice and the ability
to apply criminal justice related information and research.

CJ 498 Field Experience in Criminal Justice
(Internship) (3-15 credits)
Prerequisite: Consent of the department; formal application required
The field experience provides an academic experience in
which the student contributes to the ongoing organizational
process while learning to apply sociological theories to
observations of structure, function and process in a particular
institution. Either semester

CJ 502 Research (credit to be arranged)
Original research undertaken by the graduate student in his
field. For details, consult the paragraph entitled “Independent
Study” in the Graduate and Continuing Education section of
this catalog.

CJ 503 Directed Study (credit to be arranged)
This is designed for the student who desires to study selected
topics in a specific field. For details, consult the paragraph
entitled “Independent Study” in the Graduate and Continuing
Education paragraph of this catalog. This course may be
repeated.

CJ 504 Seminar: Crime, Justice and Society (3 credits)
This seminar introduces students to a crime and justice in
American society. It provides an overview of central issues in
criminal justice and of the five core areas in criminal justice:
(1) criminal justice and juvenile justice processes, (2)
criminology, (3) law enforcement, (4) law adjudication, and
(5) corrections.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
CJ 505 Seminar in Criminology (3 credits)
This course provides an overview of the major theories in criminology and their contributions to explaining the causes, processes, and consequences of crime. It also examines the problems in defining, assessing, and measuring crime. Students will examine various types of criminological theories, including those based on biological, psychological, sociological, economics, and political perspectives.

CJ 510 Research Methods in Criminal Justice (3 credits)
This course provides an overview of the research process and research design in relation to crime and criminal justice. Topics covered include the scientific method, operationalizing variables and indicators, ethics and policy in research and various methods of collecting data. Students will design and carry out a research project.

CJ 511 Analyzing Criminal Justice Data (3 credits)
This course focuses on statistical data analysis in relation to research in crime and criminal justice. Topics covered include the most important data analysis techniques in social and criminal justice research, the assumptions underlying various statistical techniques, and how to interpret quantitative data analysis. Students will learn to carry out their own data analysis.

CJ 512 Ethics and Policy in Criminal Justice (3 credits)
This course provides an overview and analysis of major ethical and policy issues related to crime and criminal justice. Students will examine various ethical issues including those related to policing, the death penalty, and criminal courts and law. The course will also cover criminal justice policy.

CJ/SO 514 Theories of Deviance (3 credits)
This course provides an overview of sociological theories of deviance and social control. The course examines how these theories are linked to broader sociological theories. Topics covered include the social construction of deviance, differences in deviance across time and space, and the relationships between deviance and crime.

CJ 515 Criminal Justice Administration (3 credits)
This course draws on research in complex organizations to analyze the structure, functions, and operations of criminal justice agencies, including the police, courts, and corrections. Students will gain an understanding of administration in criminal justice organizations.

CJ 520 Violence, Crime and Society (3 credits)
This course provides an overview of violence and crime in society. The course focuses on the causes of violent crime and examines violence from a variety of disciplinary perspectives.

CJ 521 Domestic Violence (3 credits)
This course provides an overview of the causes of domestic violence and the criminal justice system’s response to domestic violence. Topics covered include psychological, sociological and feminist theories of domestic violence; the nature of domestic violence in a patriarchal society; resources available for victims of domestic violence; and the efficacy of various approaches to reducing domestic violence.

CJ 522 Women and Criminal Justice (3 credits)
This course provides an overview of women and the criminal justice system. Topics covered include women as offenders, victims, and criminal justice professionals; theories of women and crime; and the treatment of female offenders by criminal justice agencies.

CJ 525 Comparative Crime and Justice (3 credits)
This course examines crime, justice, and criminal justice systems in comparative perspective. Topics covered include multinational crime; the relationships between socioeconomic development and crime; and different approaches to law enforcement, criminal procedure and law, juvenile justice, and corrections. The course will draw on United Nations criminal justice surveys and other cross-national data sources.

CJ 526 Communities, Cities, and Crime (3 credits)
This course focuses on urban and neighborhood crime. It surveys the literature on the demography and ecology of crime, examines various theories of urban social disorder and unrest, and provides an overview of the most influential research on communities, cities, and crime.

CJ 527 Policing in a Democratic Society (3 credits)
This course provides a comparative overview of the development of police forces, the organization of the police in various societies, and the nature of policing in industrial societies.

CJ 540 Corrections, Crime, and Society (3 credits)
This course provides an overview of the relations between crime and corrections. Topics covered include the theories of punishment, the development of corrections, theories of corrections and rehabilitation, and current issues in American corrections.

CJ 541 Community-Based Corrections (3 credits)
This course focuses on recent developments in community-based corrections. Topics covered include the history of alternatives to prisons, the relationships between community-based corrections and rehabilitation, and the political feasibility of community-based corrections. The course also examines other intermediate sanctions, such as alternative sentencing and diversion programs.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
CJ 542 Research Seminar in Corrections (3 credits)
In this seminar students will choose a research topic related to corrections, plan and carry out their research. During weekly class meetings, the class members will discuss their projects and present their results.

CJ 546 Class, Race, Gender and Crime (3 credits)
This course examines how class, race, and gender intersect with crime and the criminal justice system. The course provides an overview of class, race, ethnic, and gender stratification in the United States and looks at how that stratification is reflected in judgments about crime and in treatments of various groups in the criminal justice system.

CJ 550 Juvenile Justice and Society (3 credits)
This course provides an overview of juvenile delinquency and the juvenile justice system. It covers various theories of juvenile delinquency and examines their relations to broader sociological and criminological theories. Other topics include the development of the juvenile justice system, the police handling of juveniles, the role of juvenile courts, and juvenile corrections and rehabilitation.

CJ 551 Law and Society (3 credits)
This course provides an overview of the sociology of law. Topics covered include the sources and development of law, different philosophical and sociological approaches to law, the roles of criminal justice agencies, alternate dispute resolution, the relations of between law and social change, and the impact of race, class and gender in the legal system. The course will also examine attempts to develop a general theory of law and society.

CJ 555 Information Technology for Criminal Justice (3 credits)
This course provides an overview of the impact of computers on criminal justice organization and on the use of computers and quantitative skills in criminal justice administration, decision-making and policy.

CJ 557 Advanced Research Methods in Criminal Justice (3 credits)
Prerequisite: CJ 510 and CJ 511 This course provides an overview of evaluation research in criminal justice as well as advanced data analysis techniques. The course gives students the opportunity to analyze criminal justice data using those techniques.

CJ 597 Research Seminar in Criminal Justice (rotating topics) (3 credits)
In this seminar students will choose a research topic, plan, and carry out their research. During weekly class meetings, the class members will discuss their projects and present their results. This course may be repeated twice for different topics.

CJ 598 Internship in Criminal Justice (3 credits)
Internships provide students with experience in a criminal justice setting and give them the opportunity to apply what they have learned in their classes.

CJ 599 Special Topics in Criminal Justice (3 credits)
This course will focus on specific topics in criminal justice. The topics will differ from semester to semester.

Other Approved Courses:
CJ 497 Research Project

COMPUTER SCIENCE (CP, CS)

CP 510 Computer Software Foundations (3 credits)
Designed to prepare students who have an undergraduate degree in a field other than computer science to enter the M.S. in Computer Science program. Covers essential aspects of computer software development. Software development methodology, problem solving and structured programming in a high-level language. Program style and documentation. Fundamental data structures, searching, and sorting algorithms.

CP 520 Computer Systems Foundations (3 credits)
Prerequisite: Working knowledge of C or C++
Designed to prepare students who have an undergraduate degree in a field other than computer science to enter the M.S. in Computer Science program. This course is an introduction to computer systems, their organization and low-level interface. It covers computer systems, Von Neumann machines, instruction sets and machine code, data representation, assemblers and assembly language programming, compilers and system software, external and internal processor organization, memory, I/O organization and devices. It goes into a detailed study of RISC processor architecture.

CP 530 Computer Theory Foundations (3 credits)
Designed to prepare students who have an undergraduate degree in a field other than computer science to enter the M.S. in Computer Science program. An introduction to the theory of computer science for students entering the master's program without an undergraduate degree in computer science. Beginning with a survey of discrete mathematics (primarily combinatorics and graph theory), this course will introduce topics in the theory of computation as well as in algorithms and complexity theory.

CS 100 Programming in BASIC (3 credits)
Problem solving. Principles of computer programming taught with the aid of the BASIC language. Topics include the LET, INPUT, READ, IF and FOR statements; arrays; numerical and string functions; other topics as time allows.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
CS 101 Computer Science I (3 credits)
A first course in programming. Introductory concepts of computer organization. Problem solving methods and algorithmic development stressing good programming style and documentation including top down and modular design. This course emphasizes problem solving with programming exercises run on the computer. Either semester.

CS 102 Computer Science II (3 credits)
Prerequisite: CS 101
Advanced programming techniques. Introduction to basic aspects of recursion. In core search and sort methods, simple data structures, subroutines and parameters and algorithmic analysis. Techniques of algorithmic development and programming will be stressed. The emphasis on good programming style and documentation begun in CS 101 will be continued. Either semester.

CS 105 Computers and Their Applications: An Introduction (3 credits)
The goal of this course is to provide a student with no previous computer experience the opportunity to become computer literate. The course consists of equal parts of textbook/lecture learning and hands-on experience with software such as an operating system, a spreadsheet, a word processor, presentation graphics and internet services including electronic mail. The course is especially recommended for the new PC user but does not fulfill any requirements of the computer science major.

CS 135-136 Freshman Honors Colloquium (1 credit each semester)
Prerequisite: Consent of the instructor
Freshman Honors Colloquia in Computer Science allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. Open to All-College Honors students and to others at the discretion of the instructor. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. CS 135 Fall semester, CS 136 Spring semester.

CS 201 Assembly Language Programming (3 credits)
Prerequisite: CS 102
A basic course in machine-level programming. Number systems and data representation; arithmetic and logical instructions, indexing, I/O, subroutines; structure and modularity of programs and data at the machine level. Macro definition, recursion. This course will emphasize programming in assembly language. Fall semester.

CS 206 Introduction to Computer Organization (3 credits)
Prerequisite: CS 201
Organization and structure of the major hardware components of computers. Mechanics of information transfer and control within a digital computer system. Fundamentals of logic design. The major emphasis of the course concerns the functions of and communication between the large scale components of a computer system, including properties of I/O devices, controllers, and interrupts. Spring semester.

CS 210 COBOL I (3 credits)
Prerequisite: Knowledge of at least one programming language
The elements of structured COBOL programming. Topics from the following: arithmetic operation statements, report editing, heading lines, comparisons, complex and nested IF statements, single and multiple level control break processing with group indication, one-dimension table processing — subscript, index, table search. Fall semester.

CS 211 COBOL II (3 credits)
Prerequisite: CS 210
Continuation of topics of structured COBOL programming. Topics from the following: multi-level tables, subprograms, input editing, report writer facility, the sort facility, sequential files, indexed sequential files, and relative files. Creation and file update for sequential and indexed sequential files. Spring semester.

CS 286-287 Sophomore Honors Colloquium (1 credit each semester)
Prerequisite: Consent of the instructor
Sophomore Honors Colloquia in Computer Science allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. Open to All-College Honors students and to others at the discretion of the instructor. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. CS 286 Fall semester, CS 287 Spring semester.

CS 330 Data Structures and Algorithms (3 credits)
Prerequisite: CS 102
Static, semistatic, and dynamic data structures. Techniques for the analysis and design of efficient algorithms which act on data structures. Topics will include arrays, records, stacks, queues, deques, linked lists, trees, graphs, sorting and searching algorithms, algorithms for insertion and deletion and the analysis and comparison of algorithms. Spring semester.

CS 338-339 Honors Tutorial (3 credits each semester)
Prerequisite: Consent of the department
Special topics in Computer Science. Open to All-College and Departmental Honors students. Three hourly meetings weekly. CS 338 Fall semester, CS 339 Spring semester.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
CS 340 Organization of Programming Languages (3 credits)
Prerequisite: CS 201, MA 130, CS 330
An introduction to the structure of programming languages. Formal specification of syntax and semantics; structure of algorithmic, list processing, string manipulation, data description, and simulation languages; basic data types, operations, statement types, and program structure; run-time representation of program and data. Particular emphasis placed on block-structured languages (ALGOL-68, Pascal, Ada, C) and interpreted languages (APL, LISP, SNOBOL). Programming assignments made in several languages. Spring semester

CS 342 Object-Oriented Programming (3 credits)
Prerequisite: CS 330
This course covers the foundation of object-oriented programming including data abstraction, inheritance, polymorphism, and genericity. Modern and classical languages such as C++, Java or Smalltalk are introduced.

CS 345 Compiler Construction (3 credits)
Prerequisite: CS 330, CS 340
Compiler structure; lexibility, syntax analysis, grammars, description of programming language, automatically constructed recognizers, and error recovery; semantic analysis, semantic languages, semantic processes, optimization techniques, and extendible compilers. Students will write a sample compiler.

CS 350 Operating Systems (3 credits)
Prerequisite: CS 206, CS 330
Discussion of the organization and structure of operating systems for various modes of computer use from simple batch systems to time-sharing/multiprocessing systems. Topics include concurrent processing, memory management, deadlock, file systems, scheduling, etc. Programming assignments made in a high-level language with concurrent processing feature. Fall semester

CS 355 Computer Science Seminar (3 credits)
Prerequisite: A minimum of 24 approved hours in computer science and consent of the department
Interdisciplinary uses of computers. Problems arising through the increasing use of computers in our society. Seminar will be project oriented and students will present their work to the class for discussion and criticism.

CS 395 Topics in Theoretical Computer Science (3 credits)
Prerequisite: Consent of the instructor
Topics to be selected from: artificial intelligence, automata theory, computational complexity theory, mathematical linguistics, programming language theory and other theoretical computer science topics. This course may be repeated for different topics.

CS 405 Introduction to Database Systems (3 credits†)
Prerequisite: MA 130, CS 330
Physical data organization. The hierarchical, network, and relational data models. Design theory for relational database; data dependencies, normal forms and preventing loss of information. Query optimization. Integrity and security of databases. Students implement applications on a relational database system.

CS 410 Database Applications (3 credits†)
The role of a database in an MIS environment is studied. Team analysis and implementation of a database project will be a major course component. This course does not fulfill computer science major requirements.

CS 430 Computer Networks (3 credits†)
Prerequisite: CS 330
Introduction to data transmission, digital multiplexing, and data switching, characteristics of transmission media, terminals, modems and communication processes; design of error control, line control, and information flow control procedures; study of message and packet switching networks; protocols and software in packet switching systems; and modeling techniques for networks.

CS 435 Analysis of Algorithms (3 credits†)
Prerequisite: CS 330
General overview of algorithms. Algorithmic techniques needed in problem solving. Relative efficiency of algorithms. Topics will include efficient algorithms for data manipulation, graphical analysis, rapid evaluation of algebraic functions and matrix operations, and NLogN bound in sorting algorithms.

CS 436 Computer Graphics (3 credits†)
Prerequisite: CS 330 and either MA 120 or MA 202
This course includes an introduction to hardware, algorithms, and software of computer graphics. Topics include line generators, affine transformations, line and polygon clipping, splines, interactive techniques, menus, orthographic and perspective projections, solid modeling, hidden surface removal, lighting models and shading.

CS 442 Object-Oriented Software Engineering (3 credits†)
Prerequisite: CS 342
A project course in the development of a large-scale software system using OO methodologies. The primary process involves discovering classes and objects which model both the application domain and the solution space, identifying the semantics of these classes and objects and establishing relationships among them, and implementing the classes and objects using appropriate data structures and algorithms. This primary process is controlled by a well-defined development framework with the following steps: (1) establishing core requirements, (2) providing a model of the system’s behavior,

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
(3) creating an architecture for the implementation, (4) evolving the implementation through successive iterations, and (5) maintaining the system.

CS/MA 445 Logic Programming (3 credits)
Prerequisite: Junior or senior mathematics or computer science major or equivalent background, and consent of the department
The study of propositional and first order predicate logic from an axiomatic point of view. Algorithmic methods of theorem proving will be emphasized.

CS/MA 460 Introduction to Robotics (3 credits)
Prerequisite: CS 102 and either MA 152 or MA 142, and MA 202 or MA 120
An introduction to the theory of the motion of robot manipulators. The mathematics, programming and control of manipulators will be emphasized. Also examined will be issues of sensing and planning.

CS 470 Introduction to Artificial Intelligence (3 credits)
Prerequisite: 24 credits in approved computer science courses for computer science majors
This course introduces students to the basic concepts and techniques of artificial intelligence. Emphasis is given to representation and the associated data structures. Students will also be introduced to an AI language such as LISP.

CS 485 Honors Thesis (3 credits)
This course is open to All-College and Departmental Honors students. One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. Either semester

CS 498 Internship in Computer Science (3 credits)
Prerequisite: A minimum of 24 approved hours in computer science and consent of the department; formal application required
Students will work for an employer in the computer science field for a minimum of 10 hours/week during one full semester. A member of the department will serve as adviser and evaluator of all work projects. This course can be taken only once for credit.

CS 499 Directed Study in Computer Science (1-3 credits)
Prerequisite: Consent of the department; formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits.

CS 502 Research (credit to be arranged)
Original research undertaken by the graduate student in his field. For details, consult the paragraph entitled "Independent Study" in the Graduate and Continuing Education section of this catalog. This course may be repeated.

CS 503 Directed Study (credit to be arranged)
Designed for the graduate student who desires to study selected topics in a specific field. For details consult the paragraph entitled "Independent Study" in the Graduate and Continuing Education section of this catalog. This course may be repeated.

CS 510 Topics in Programming Languages (3 credits)
Prerequisite: Consent of the instructor
This course investigates programming language development from designer's, user's and implementer's point of view. Topics include formal syntax and semantics, language system, extensible languages, and control structures. There is also a survey of intralanguage features, covering ALGOL-60, ALGOL-68, Ada, Pascal, LISP, SNOBOL-4, APL, SIMULA-67, CLU, MODULA, and others.

CS 520 Operating Systems Principles (3 credits)
Prerequisite: Consent of the instructor
This course examines design principles such as optimal scheduling; file systems, system integrity and security, as well as the mathematical analysis of selected aspects of operating system design. Includes: queuing theory, disk scheduling, storage management and the working set model. Design and implementation of an operating system nucleus is also studied.

CS 525 Design and Construction of Compilers (3 credits)
Prerequisite: Consent of the instructor
Topics include lexical and syntactic analysis; code generation; error detection and correction; optimization techniques; models of code generators; incremental and interactive compiling. Students design and implement a compiler.

CS 530 Software Engineering (3 credits)
Prerequisite: Consent of the instructor
Topics include construction of reliable software, software tools, software testing methodologies, structured design, structured programming, software characteristics and quality and formal proofs of program correctness. Chief programmer teams and structure walk-throughs will be employed.

CS 536 Graphics (3 credits)
Prerequisite: Consent of the instructor
This course examines typical graphics systems, both hardware and software. Topics include design of low level software support for raster and vector displays, three-dimensional surface and solids modeling, hidden line and hidden surface algorithms. Shading, shadowing, reflection, refraction, and surface texturing.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
CS 540 Automata, Computability, and Formal Languages (3 credits)
Prerequisite: Consent of the instructor
Topics include finite automata and regular languages, context-free languages, Turing machines and their variants, partial recursive functions and grammars, Church's thesis, undecidable problems, complexity of algorithms, and completeness.

CS 545 Analysis of Algorithms (3 credits)
Prerequisite: Consent of the instructor
This course deals with techniques in the analysis of algorithms. Topics to be chosen from among the following: dynamic programming, search and traverse techniques, backtracking, numerical techniques, NP-hard and NP-complete problems, approximation algorithms, and other topics in the analysis and design of algorithms.

CS 550 Topics in Discrete Mathematics (3 credits)
Prerequisite: Consent of the instructor
Topics include context-free languages, graph theory, combinatorics, optimization theory, linear programming, error correcting codes.

CS 560 Artificial Intelligence (3 credits)
Prerequisite: Consent of the instructor
This course is an introduction to LISP or another AI programming language. Topics are chosen from pattern recognition, theorem proving, learning, cognitive science, and vision. It also presents introduction to the basic techniques of AI such as: heuristic search, semantic nets, production systems, frames, planning, and other AI topics.

CS 562 Expert Systems (3 credits)
Prerequisite: CS 560
Architectures currently used in building expert systems are studied. The main current systems are surveyed along with expert system environments and tools.

CS 565 Logic Programming (3 credits)
Prerequisite: Consent of the instructor
This course is an introduction to first order predicate logic as a problem-solving tool. Logic programming languages such as PROLOG are studied along with applications of logic programming to mathematics fields, natural language processing, and law.

CS 570 Robotics (3 credits)
Prerequisite: Consent of the instructor
This is a project-oriented course in robotics. Topics are chosen from manipulator motion and control, motion planning, legged-motion, vision, touch sensing, grasping, programming languages for robots, automated factory design.

CS 575 Natural Language Processing (3 credits)
Prerequisite: CS 560
This is an historical survey of question-answering systems. Topics include analysis and computational representation of syntactic and semantic structures for artificial intelligence application using English; current text systems; simulation of brief systems and other aspects of cognition; use of natural language systems; generation of text or speech.

CS 580 Database Systems (3 credits)
Prerequisite: Consent of the instructor
Topics include relational, hierarchical and network data models; design theory for relational databases and query optimization; classification of data models, data languages; concurrency, integrity, privacy; modeling and measurement of access strategies; dedicated processors, information retrieval, real-time applications.

CS 582 Distributed Database Systems (3 credits)
Prerequisite: CS 580
The problems inherent in distributed data bases on a network of computer systems are studied including file allocation, directory systems, deadlock detection and prevention, synchronization, query optimization, and fault tolerance.

CS 590 Computer Architecture (3 credits)
Prerequisite: Consent of the instructor
This course is an introduction to the internal structure of digital computers including design of gates, flip-flops, registers and memories to perform operations on numerical and other data represented in binary form; computer system analysis and design; organizational dependence on computations to be performed; theoretical aspects of parallel and pipeline computation.

CS 594 Computer Networks (3 credits)
Prerequisite: Consent of the instructor
This course is an introduction to data transmission, digital multiplexing, and data switching. Topics include characteristics of transmission media, terminals, modems, and communication processes; design of error control, line control, and information flow control procedures; study of message and packet switching networks; protocols and software in packet switching systems; and modeling techniques for networks.

CS 596 Topics in Computer Science (3 credits)
Prerequisite: Consent of the instructor
Topics are chosen from program verification, formal semantics, formal language theory, concurrent programming, complexity of algorithms, programming language theory, graphics, and other computer science topics.
ARTS 599 Computer Science Seminar (3 credits)
Prerequisite: Minimum of 12 credits in 500-level science course
A project oriented seminar in computer science. Projects will be individually assigned.

Other Approved Courses:
CS 110 Computer Science Foundations
CS 200 FORTRAN
CS 280 Fundamentals of Microprocessors and Micro-computers
CS 336 File Processing and Business Applications

THEATRE ARTS (CT)

†Note: From the one-credit co-curricular activities, CC 110, CT 140, CT 155, and CT 185, and from any and all co-curricular activities for which the college grants credit, a student may accumulate not more than one credit per semester (two per year) nor more than six per four-year degree program. Exception: All one credit co-curricular and Physical Education activity courses that are required for students officially enrolled in an approved major, concentration or minor may be counted towards graduation.

CT 110 Theatre Appreciation (3 credits)
This course introduces the student to the roles of theatre artists, the special nature of live theatrical performances, the art of theatre as an expression of human experience and to the richness and variety of the heritage of the theatre. Theatre attendance is required. This course is suitable for students from a variety of majors other than theatre seeking a basic knowledge of theatre. Satisfies the GER in Artistic Modes of Expression. Either semester

CT 115 Play Production (3 credits)
This course introduces the student to the processes involved in the creation of theatre art. The student develops an understanding of the aesthetics and conventions of the theatrical event through observation and structured applied experience in the basic practices involved in planning and performing. Theatre attendance is required and additional laboratory time is required. Satisfies the GER in Artistic Modes of Expression. Theatre Arts majors must complete this course within the first 30 credits to receive degree credit. Either semester

CT 120 Introduction to Acting (3 credits)
This course is an introduction to and provides practice in the various components of stage acting, through an exploration of self-awareness, vocal and physical concerns of the actor, basic acting theory, characterization, script analysis, as well as scene and monologue performances. Theatre attendance is required. (Not open to Theatre Arts majors.) Satisfies the GER in Artistic Modes of Expression (studio).

‡CT 140 Theatre Performance Practicum (1 credit)
Credit is given for 60 or more hours per semester of rehearsal and performance time in a major production. Audition is required. Graded on a pass/fail basis. Either semester This course may be repeated.

*CT/PE 146 Dance Appreciation (3 credits)
This course is designed to explore the basic components of dance and to enable students to appreciate the art of dance as an informed audience and as participants in its rich variety. Satisfies the GER in Artistic Modes of Expression.

‡CT/PE 155 Dance Practicum (1 credit)
In this class students will choreograph and rehearse dances for a concert performance. Concurrent enrollment in a dance class is strongly advised. Graded on a pass/fail basis. Fall semester is open to all; Spring semester is open by audition only. This course may be repeated.

CT 156 Voice and Movement for Acting (3 credits)
This course integrates two important techniques to the art of acting: voice and movement for the stage. Students will learn proper vocal and movement techniques and habits, including those associated with posture, breath support, phonation, resonance, projection, physical characterization, and musical theatre dance through an integrative approach. An introduction to Laban Theory will be provided as a means towards characterization, movement, and vocal choices. Offered once yearly.

‡CT 170 Technical Theatre Practicum (1 credit)
Prerequisite: Consent of the instructor
Credit is given for 60 or more hours per semester of technical work on a major production. One of the required four practicum credit hours must be earned in this course. Attendance at an organizational meeting is required at the beginning of each semester. Graded on a pass/fail basis. Either semester This course may be repeated.

CT 172 Theatre Costume Practicum (1 credit)
Prerequisite: Consent of the instructor
Credit is given for 60 or more hours per semester of work in costume production for theatre and dance. One of the required four-practicum credit hours must be earned in this course. Attendance at an organizational meeting is required at the beginning of each semester. Either semester

‡CT 185 Theatre Management Practicum (1 credit)
Prerequisite: Consent of the instructor
Credit is given for 60 or more hours per semester of work in audience development, publicity, box office and house management activity in connection with departmental

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
productions. One of the required four practicum credit hours must be earned in this course. Attendance at an organizational meeting is required at the beginning of each semester. Graded on a pass/fail basis. Either semester This course may be repeated.

CT 210 Oral Interpretation (3 credits)
Analysis and oral reading of prose, poetry and drama; individual and group forms, theory and practice. Satisfies the GER in Artistic Modes of Expression.

CT 220 Play Analysis for Production (3 credits)
The objective of the course is to train theatre artists in methods of play analysis for production, which can be applied to diverse periods and styles. The works explored range through early Greek, Elizabethan, Neoclassicism, Realism, and Post-Realism. Theatre attendance is required. Fall semester

CT 222 Asian Theatre (3 credits)
This course introduces the theatre of several Oriental cultures and their aesthetic foundations in ritual and myth. Included are Sanskrit, Chinese, Japanese and other Asiatic traditions. Satisfies the GER in Non-Western Civilization. Spring semester

CT 226 Children's Theatre (3 credits)
Theatre for the child audience: the study of styles and structures for children's theatre and analysis of representative theatre pieces for children. Opportunity for performing selected pieces. Satisfies the GER in Artistic Modes of Expression.

CT 230 Creative Dramatics (3 credits)
Development of the child's creative faculties through the use of dramatic play in laboratory sessions as well as classroom activity. Offered alternate years

CT 236 The American Musical Theatre (3 credits)
Major trends in the evolution of the American Musical Theatre from its origin to the contemporary Broadway musical. Examination of major works of leading composers, librettists, performers, producers and choreographers. Satisfies the GER in Artistic Modes of Expression.

CT 242 Acting I (3 credits)
Development of appreciation and basic skills in the fundamentals of acting. Introduction to established systems of acting and to character and script analysis. Theatre attendance is required. Spring semester

CT 243 Acting II (3 credits)
Prerequisite: CT 242 or consent of the instructor
Advanced problems and projects, with intensive scene analysis and character analysis. Theatre attendance is required. Offered alternate years

*CT/PE 251 Dance History (3 credits)
Examination of dance as a social and artistic force from primitive to modern times. Class will include lecture and film as well as performance of dances in historical styles. Satisfies the GER in Artistic Modes of Expression.

*CT/PE 255 Creative Dance I (3 credits)
This course investigates the theory of dance through participation, composition, lecture, discussion and film. Students learn about the elements of space, time, force, movement and style. Satisfies the GER in Artistic Modes of Expression.

*CT/PE 256 Creative Dance II (3 credits)
Prerequisite: CT/PE 255
The use of basic elements of dance to form a set movement composition. Exercises in choreography and experiences in setting a dance for performance. Spring semester

CT 259 Dance Repertory (1 credit)
Students are taught a major choreographic work and rehearse it for performance. Spring semester

CT/PE 260 World Dance (3 credits)
An introductory overview to some of the major dance traditions of the world, with emphasis on Asia, the Pacific, Africa and the Arctic. Satisfies the GER in Non-Western Civilization. Offered once yearly.

CT 265 Stage Costuming (3 credits)
This course covers principles and techniques of costuming for the stage, include design and construction of costumes and organization of costuming for theatrical production. Additional laboratory time is required. Offered alternate years

CT 272 Scenography I (3 credits)
Prerequisite: CT 220 recommended
Theory and practice of designing and planning scenery and lighting for the stage. This course addresses the development of design ideas, period and design research, skills and techniques of visual communication of design, and production planning and execution. Meets five hours per week. Spring semester

CT 278 Scene Design (3 credits)
Prerequisite: CT 272
Theory and practice of designing for stage productions.

*Offered for credit for both the Communication Studies and Theatre Arts department and the Movement Arts, Health Promotion and Leisure Studies department.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
CT 280 Theatre Management (3 credits)
Study of the commercial aspects of theatrical production: publicity, programs, financing, ticket sales and house management.

CT 338-339 Honors Tutorial (3 credits each semester)
Prerequisite: Consent of the department
Special topics in Theatre Arts. Open to All-College and Departmental Honors students. Three hourly meetings weekly. CT 338 Fall semester, CT 339 Spring semester.

CT 343 Acting for the Camera (3 credits)
Prerequisite: CC 210 or CT 156; CC 212 recommended
This course develops specialized techniques necessary for performance as an actor for film or television.

CT 347 Laboratory Theatre Production (3 credits)
Analysis and practice in selection of play scripts, acting and directing techniques in rehearsal, culminating in the performance of a production. Entrance to the course is by audition or interview. Junior or senior standing is required. May be taken twice for credit. Fall semester

CT 348 Acting Shakespeare (3 credits)
Prerequisite: CT 242, CT 243; and either CT 156 or CC 210
Exploration and practice of performing Shakespeare. Theory analysis of rhythms, timber, phonetics and poetic devices for performance; scenes, monologues and written analysis. Spring semester

CT 349 Comedy on Stage (3 credits)
Prerequisite: CT 242 or consent of the instructor
Analysis and practice of theatrical comedy, including techniques appropriate to the interpretation and presentation of humorous dramatic scenes in the classroom. Offered alternate years

CT 353 Creative Dance for Children (3 credits)
Prerequisite: One three credit dance course or consent of the instructor
The study and experience of dance as a creative art activity for children. For those planning to work with children in schools, camps, community centers or enrichment programs.

CT 356 Advanced Movement for the Actor (3 credits)
Prerequisite: CT 156, CT 242 and CT 243
Exploration and practice in advanced stage movement techniques including stage combat, tempo and rhythm work, physical punctuation and phrasing, mask work, advanced conditioning for the working actor, kinesthetic awareness, and movement theatre. Individual and group projects and performances. Theatre attendance is required. Spring semester

*CT/PE 357 Dance Production Theory (2 credits)
Prerequisite: CT/PE 255 and CT/PE 256, or consent of the instructor
This course provides the opportunity to choreograph and plan the presentation of a major dance work. Lectures and practical assignments in choreography and stagecraft for dance result in a plan for a dance piece. Fall semester

*CT/PE 358 Dance Production Techniques (1 credit)
Provides students the opportunity to set a choreographed work for dancers and rehearse for presentation. Spring semester

CT 376 Stage Lighting (3 credits)
Materials and techniques fundamental to contemporary stage lighting: analysis of the principles of design as they relate to contemporary theatre production. Offered alternate years

CT 399 Topical Studies (3 credits)
Variable contemporary topics in theatre. Either semester
This course may be repeated for different topics.

CT 421 Theatre History I (3 credits)
Trends in dramatic and theatrical developments throughout the western world from ancient Greece to the 17th century. Fall semester

CT 422 Theatre History II (3 credits)
Trends in dramatic and theatrical developments throughout the western world from the 17th century to the present. Spring semester

CT 430 Playwriting (3 credits)
Appreciation of the nature of the play as an art form. Analysis of plays of various types. Practice in writing.

CT 431 Directing I (3 credits)
Prerequisite: CT 220, CT 242 or consent of the instructor
Basic knowledge and techniques for the beginning director. Play analysis, composition, movement, characterization and rehearsal. Spring semester

CT 432 Directing II (3 credits)
Prerequisite: CT 220, CT 242, CT 431 or consent of instructor
This course considers the principles of direction and various theories of direction with practical experience in directing scenes for the stage.

*Offered for credit for both the Communication Studies and Theatre Arts department and the Movement Arts, Health Promotion and Leisure Studies department.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
CT 442 Acting Styles (3 credits)
Prerequisite: CT 156, CT 242, CT 243
Analysis and practice of styles of acting and staging methods of selected historical periods and modern movements considered classics in the development of theatre, including the Greek, Elizabethan, Restoration, Georgian, and neoclassic periods and schools, and the works of such as Ionesco, Brecht, Beckett, and Moliere. Improvisations, scenes, monologues. Theatre attendance is required.

CT 455 Audition Techniques (3 credits)
Prerequisite: CT 156, CT 242, and CT 243
This course explores and practices audition theory and techniques. Audition pieces of various styles and periods are developed and critiqued. Different formats for auditions are utilized.

CT 495 Seminar in Contemporary Theatre (2 credits)
Prerequisite: Senior standing, theatre concentration
This is a required capstone course for students graduating with a concentration in theatre. The course deals with issues in contemporary theatre and practical matters surrounding careers in theatre. Recital, portfolio, or thesis is required. Theatre attendance is required. Fall semester

CT 496 Seminar in Theatre, Dance and Speech Communication (3 credits)
This course is designed to prepare the teacher of communication, theatre and dance for certification in communication and performing arts. It will address the interrelationships among the three areas as well as current trends and research in all three specialties.

CT 497 Advanced Individual Projects (1-3 credits)
Prerequisite: Junior standing; consent of faculty supervisor; additional course prerequisites depend on project
The student contracts with faculty to explore learning activities of a creative nature beyond the scope of regular course offerings.

CT 498 Internship in Theatre (3-15 credits)
Prerequisite: Consent of the department; formal application required
A non-classroom experience designed for a limited number of junior and senior majors to complement their academic preparation. Graded on a satisfactory/unsatisfactory basis. Either semester

CT 499 Directed Study in Theatre (1-3 credits)
Prerequisite: Consent of the department; formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. Either semester

Other Approved Courses:
CT 160 Stage Make-up
CT 175 Design Techniques for the Stage
CT 211 Voice Production for Theatre
CT 241 Improvisational Acting
CT 247 Performing the Musical
CT 282 Community Theatre
CT 346 Speech and Text for the Actor
CT 372 Scenography II
CT 485 Honors Thesis
CT 502 Research
CT 503 Directed Study

EARLY CHILDHOOD EDUCATION (EA)

EA 230 The Basics of Early Childhood Education (3 credits)
This foundations course examines early childhood education (birth through grade 2) from a variety of perspectives including historical, sociocultural, and developmental. A 40-hour, field-based experience is attached to this course. This field-based experience is used to contextualize topics and issues including typical and atypical child development, learning theories, diversity, developmentally-appropriate practices, teaching models and approaches, professional teaching standards, and critical issues related to teaching and child growth and development. This course prepares students to apply for admission into Bridgewater’s teaching licensure program. (formerly EE 230)

EA 300 Early Childhood Art Methods (.5 credit)
Prerequisite: Admission to the Professional Education Program
An introduction to methods and materials in art for the early childhood teacher. Art projects typical of those done by children grades PreK-2 are produced. Classroom management, bulletin board design and lesson introduction techniques are explored. Graded on a pass/fail basis. Either semester (formerly EE 300)

EA 311 Science and Social Studies Inquiry for the Young Child (3 credits)
Prerequisite: Admission to the Professional Education Program
The major concepts and process skills in science and social studies will be experienced. The emphasis will be on the learning environment. Students will learn how to help children move from specific information toward general statements, concepts and generalizations in an inductive process using convergent and divergent thinking. (formerly EE 311)

EA 313 Teaching Music in PreK and Elementary School (3 credits)
Prerequisite: MU 172, MU 270, and consent of the department and admission to the Professional Education Program
Students will learn methods and pedagogical systems in order

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
to successfully teach music in the elementary classroom. Includes singing, use of instruments, listening, reading music and rhythmic activity. (formerly EE 313)

**EA 332 Reading Development for the Young Child (3 credits)**
Prerequisite: Admission to the Professional Education Program
Early childhood majors learn how to create the conditions that facilitate the acquisition of literacy. The roles of print processing strategies, guided reading experiences and voluntary, independent reading are explored along with the relationship between reading and writing. Prerequisites include reading aloud, shared book experiences and teaching guided reading lessons. (formerly EE 332)

**EA 342 Language Arts for the Young Child (3 credits)**
Prerequisite: Admission to the Professional Education Program
Through the use of an integrated approach of content, the student will develop strategies for the teaching of language arts which build on the relation of thought and word and the changes in that process that develop competencies in listening, speaking, writing and reading as a union of word and thought. (formerly EE 342)

**EA 352 Developmental Mathematics for the Young Child (3 credits)**
Prerequisite: Admission to the Professional Education Program
Through the use of an integrated approach of content, the student will develop strategies in math that are concept oriented in which the primary emphasis is on thinking, reasoning and understanding with an emphasis on developing in young children the ability to investigate how and why things happen in math. In a practicum experience the student will teach a series of lessons in math at the primary level. (formerly EE 352)

**EA 361 Planning and Programming for the Young Child (3 credits)**
Prerequisite: Admission to the Professional Education Program
The student will become proficient in planning a developmentally appropriate program for children from infancy through age 6, incorporating classroom management, effective parent-community relationships, evaluation and multicultural education. Observation and participation component included. (formerly EE 361)

**EA 496 Supervised Teaching in Public Schools: Early Childhood (6 or 12 credits†)**
Prerequisite: Acceptance into student teaching
This student-teaching practicum is a supervised experience for one quarter. Candidates are assigned by the School of Education and Allied Studies to an appropriate primary classroom (grades K-2) where they will work to develop and refine their teaching skills. Candidates will have the opportunities to observe students and classrooms, design curriculum, practice effective classroom-management techniques, utilize contemporary teaching strategies and differentiate instruction to meet the needs of all learners. Candidates will be coached and supervised by a qualified, on-site cooperating practitioner and a faculty member of the elementary and early childhood department. Candidates are required to attend periodic seminars on educational topics relevant to the student teaching experience. A candidate must demonstrate his/her competencies for initial teaching licensure and complete all departmental requirements. (formerly EE 496)

**EA 497 Supervised Teaching in an Integrated Preschool Setting (6 credits†)**
Prerequisite: Acceptance into student teaching
This student-teaching practicum is a supervised experience for one quarter. Candidates are assigned by the School of Education and Allied Studies to an appropriate preschool setting where they will work to develop and refine their teaching skills with children of diverse backgrounds – infancy through age five. Candidates will have the opportunities to observe children and various learning environments, design developmentally appropriate curriculum, practice effective management techniques, utilize contemporary teaching strategies, and differentiate instruction to meet the needs of all learners. Candidates will be coached and supervised by a qualified, on-site cooperating practitioner and a faculty member of the elementary and early childhood department. Candidates are required to attend periodic seminars on educational topics relevant to the student teaching experience. A candidate must demonstrate his/her competencies for initial teaching licensure and complete all departmental requirements. (formerly EE 497)

**EA 498 Internship in Early Childhood Education (3-15 credits)**
Prerequisite: Consent of the department; formal application required
Off-campus experience in an area related to the major. In-depth exposure to educational programs, centers and institutions. This internship does not lead to teacher licensure. (formerly EE 498)

**EA 559 Special Topics in Early Childhood Education (3 credits)**
Prerequisite: Course prerequisite may be specified depending upon the nature of the topic
Special topics of current relevance in early childhood education will be offered from time to time. The topic to be

**Note:** This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
EA 561 Current Issues in Early Childhood Education (3 credits)
Exploration of issues confronting the early childhood educator today. Examination of public policy issues, sex stereotyping, mainstreaming, back-to-basics, parent education, bilingual and multi-ethnic education and family structure. (formerly EE 561)

EA 562 Early Childhood Curriculum: Ages 2-5 (3 credits)
Provides students with opportunities to explore all aspects of preschool and kindergarten program curricula. Course focuses on planning and implementing curriculum in readiness skills, language development and communication arts. Observation and participation field component included. (formerly EE 562)

EA 563 Early Childhood Curriculum: Ages 5-7 (3 credits)
For students interested in planning teaching strategies for primary grades. Course explores language arts, math, science, social sciences and classroom management. Observation and participation field component included. (formerly EE 563)

EA 570 Special Topics in Early Childhood Education (1-4 credits)
Special topics of current relevance in early childhood education will be offered from time to time. The topic to be addressed will be announced in preregistration publications. May be taken more than once. (formerly EE 570)

EA 575 Graduate Seminar in Early Childhood Education (3 credits)
Prerequisite: Completion of all required M.Ed. courses
A study of problems and issues related to the education of young children. Emphasis will be placed on current research, learning theories, curricular and methodological concerns. Each student will make an extensive study of a significant issue related to early childhood education. (formerly EE 575)

EA 596 Practicum: Early Childhood Education (12 credits)
Prerequisite: Acceptance and good standing in teacher preparation program
This graduate level practicum involves an eight or fifteen week field experience at the K-2 level under the guidance of a cooperating teacher and a college supervisor. Opportunities for participation in pupil observation, program planning and utilization of contemporary teaching strategies. Either semester (formerly EE 596)

EA 597 Practicum: Preschool (6 credits)
Prerequisite: Acceptance and good standing in teacher preparation program
This graduate level practicum involves supervised student teaching experience in a preschool setting with children, infancy through age five. Emphasis on development, implementation and evaluation of innovative preschool programs. The student participates in a total program, five days a week for eight weeks in either day care center, nursery school or head start program. Either semester (formerly EE 597)

EA 598 Internship: Early Childhood Education (6 credits)
Prerequisite: Consent of the department
This graduate level internship involves a minimum of 300 clock hours in a PreK-2 grade setting as an early childhood teacher. Internship must be full time but at least one-fifth time employment as an early childhood teacher. Request for this course must be made to the School of Education and Allied Studies Office. (formerly EE 598)

Other Approved Courses:
EA 400 Creative Techniques for Teaching
EA 475 Seminar in Early Childhood Education
EA 564 Administration of Early Childhood Programs

ECONOMICS (EC)

EC 101 Principles of Microeconomics (3 credits)
This course focuses on the theory and application of utility and demand, production, cost and market analysis. Satisfies the GER in Social Sciences. Either semester

EC 102 Principles of Macroeconomics (3 credits)
This course focuses on the theory and application of the following: national income analysis and determination, fiscal policy, monetary theory and policy and the Federal Reserve System. Satisfies the GER in Social Sciences. Either semester

EC 201 Intermediate Microeconomic Theory and Policy (3 credits)
Prerequisite: EC 101, EC 102 or consent of the instructor
The theory of consumer behavior and demand, production and cost, the firm and market organization are discussed with emphasis placed on practical applications. Fall semester

EC 205 Intermediate Macroeconomic Theory and Policy (3 credits)
Prerequisite: EC 101, EC 102 or consent of the instructor
A number of macroeconomic models are developed in this course, including the Keynesian, monetarist and rational expectations models. Economic theory is used to explore the nature and causes of business fluctuations and the desirability of various government policies. Spring semester

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
EC 210 Quantitative Analysis for Economics (3 credits)
Prerequisite: MA 141, MA 142; EC 101, EC 102; or consent of the instructor
Quantitative analysis discusses the following subjects: data collection and presentation, measures of central tendency and dispersion, probability, sampling, hypothesis testing, regression and correlation analysis.

EC 301 Industrial Organization (3 credits)
Prerequisite: EC 101, EC 102 or consent of the instructor
This course provides an analysis of the structure, conduct and performance of industries. Topics discussed include causes and measurement of market concentration, strategic behavior of firms and the development of public policies, such as antitrust and regulation, that affect business.

EC 302 The Canadian Economy: A Comparative Approach (3 credits)
Prerequisite: EC 101, EC 102 or consent of the instructor
This course is an undergraduate introduction to the Canadian economy. It will provide the student with a brief, comparative overview of the size and structure of the Canadian and American economies, a close look at how the Canadian economy evolved from a resource to a modern industrial economy and a detailed study of the structure and institutions which make up the Canadian economy.

EC 315 Money and Banking (3 credits)
Prerequisite: EC 101, EC 102 or consent of the instructor
The roles and functions of money and the banking system are discussed. Various monetary theories and the influence of monetary policy on the state of the economy are examined. Either semester

EC 320 Comparative Economic Systems (3 credits)
The philosophical and structural foundations of capitalism and democratic socialism are studied. Emphasis is placed on a comparison of the American economy to the economies of other countries.

EC 321 International Economics (3 credits)
Prerequisite: EC 101, EC 102 or consent of the instructor
Pure trade theory and its application to solving policy problems are covered in this course. Topics studied include balance of trade, balance of payments and monetary systems.

EC 325 The Economy of Crime (3 credits)
Prerequisite: EC 101-102 or consent of the instructor
The topics covered by this course include the theoretical and empirical analysis of the economic causes of criminal behavior, the social costs of crime and its prevention and the design of law enforcement policies.

EC/PO 340 Law and Economics (3 credits)
Prerequisite: PO 172 or PO 285 and EC 101
This course examines the economic basis for legal decisions. Microeconomic theory is combined with an analysis of the law, with particular emphasis on case studies. Topics covered include the problems of defining property rights and the economics of tort, contract and criminal law.

EC 350 Urban Economic Problems and Policies (3 credits)
Prerequisite: EC 101 and EC 102, or consent of the instructor
The economic aspects of selected urban problems such as housing, poverty, transportation, crime and the urban environment are analyzed. Public policies relating to these problems are discussed.

EC 375 Labor Economics (3 credits)
Prerequisite: EC 101, EC 102 or consent of the instructor
This course analyzes the determination of wages and employment in the labor market. Applications of the theory include unemployment, discrimination, safety in the workplace and unions. Effects of government policies, such as comparable worth, affirmative action and health and safety regulations, are examined.

EC 400 History of Economic Thought (3 credits†)
Prerequisite: EC 101, EC 102
An overview of the development of economic theory is presented in an historical context. The ideas of many important contributors to economic thought will be studied including those of Adam Smith, Karl Marx and John Maynard Keynes.

EC 410 Mathematical Economics I (3 credits†)
Prerequisite: MA 141, MA 142, MA 120, EC 101, EC 102 or consent of the instructor
This course provides training in the use of calculus and other mathematical tools in comparative static analysis and the solving of optimization problems in economics.

EC 411 Mathematical Economics II (3 credits†)
Prerequisite: EC 410
This course is a continuation of Mathematical Economics I. Topics will include dynamic analysis using the tools of integral calculus, difference and differential equations, linear programming and game theory.

EC 420 Econometrics I (3 credits†)
Prerequisite: MA 141, MA 142, EC 101, EC 102; MA 120 or EC 410 and EC 411; or consent of the instructor
This course is an introduction to the methods of econometrics, including the two variable linear model, the generalized least squares estimator and auto-correlation.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
EC 421 Econometrics II (3 credits)  
Prerequisite: EC 420  
This course is a continuation of Econometrics I. Topics discussed include stochastic regressors, instrumental variables, errors in variables, lagged variables and simultaneous equation methods.

EC 430 Managerial Economics (3 credits)  
Prerequisite: EC 205 and EC 210 or consent of the instructor  
This course emphasizes the practical applications of micro and macroeconomic skills to real-life problems. Quantitative tools and case studies will be used to understand topics including demand, cost and output and pricing decisions in various market structures.

EC 498 Internship in Economics (3-15 credits)  
Prerequisite: Consent of department chairperson; formal application required  
A non-classroom experience designed for a limited number of junior and senior majors to complement their academic preparation. Either semester

EC 499 Directed Study in Economics (1-3 credits)  
Prerequisite: Consent of the department; formal application required  
Juniors and seniors who have demonstrated critical and analytical abilities in their studies may pursue an independent project under a faculty member’s supervision. This course may be taken twice for a maximum of six credits. Either semester

EC 502 Research (credit to be arranged)  
This course consists of original research undertaken by the graduate student in his field of interest under the sponsorship of a faculty adviser. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated

EC 503 Directed Study (credit to be arranged)  
This course is designed for the graduate student who desires to study selected topics in a specific field of interest under the direction of a faculty adviser. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.

EC 510 Graduate Seminar in Domestic Economic Problems (3 credits)  
Prerequisite: Consent of the instructor  
Individual research and group discussion are combined in this seminar on the problems of the American economy.

EC 520 Graduate Seminar in International Economic Problems (3 credits)  
Prerequisite: Consent of the instructor  
Individual research and group discussion are combined in this seminar on the problems of international economic relations.

EC 531 Economics for Elementary Teachers (3 credits)  
Prerequisite: A bachelor’s degree and some background in elementary education  
This course focuses on the development of microeconomic and macroeconomic programs for elementary school students. Various materials and sources are introduced.

EC 532 Economics for Secondary Teachers (3 credits)  
Prerequisite: A bachelor’s degree and some background in education  
This course focuses on the development of microeconomic and macroeconomic programs for secondary school students. Various materials and sources are introduced.

EC 560 Special Topics in Economics (1-3 credits)  
Special topics of current relevance in economics will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. May be taken more than once with the consent of the advisor. Every semester

EDUCATION (HIGH SCHOOL, MIDDLE SCHOOL, PREK-12) (ED) (also see HS, MS)

ED 210 Introduction to Teaching (3 credits)  
Prospective candidates for teaching careers explore the teaching learning process in schools by examining the School of Education and Allied Studies (SEAS) Conceptual Framework Model, and by reading, writing and analyzing research materials, by using technology, observing in the field, and by planning learning experience. Candidates gain knowledge and experience concerning diversity, differentiated learning, special education, the Massachusetts Curriculum Frameworks, and the organizational structure of schools. Professional responsibilities, ethics, and legal aspects concerning education are also identified. Candidates will begin to develop their first portfolios as a professional in education. Field Experience: 20 hours in the appropriate settings.

ED 235 Learning and Motivation (3 credits)  
Prospective candidates for teaching careers will investigate contemporary psychological theories of learning and motivation as they relate to instructional strategies, classroom management and the exigencies of public school teaching. Emphasis will be placed on the practical application of
research-supported constructivist principles that promote authentic learning in the increasingly diverse classroom of the twenty-first century. Candidates will continue to develop their professional portfolios. *Field Experience: 20 hours in the appropriate settings.*

**ED 335 Assessment and Planning (3 credits)**
Prerequisite: *Admission to the Professional Education Program*
This course is designed to enable the prospective candidates for teaching careers to better understand and practice curriculum design, plan for instruction at a deeper level (than the introductory course), and build on assessment to include standardized testing, portfolios, and authentic assessment. The students will work collaboratively and individually to create and deepen their professional knowledge of teaching pedagogy. Candidates will continue to develop their professional portfolios. *Field Experience: 20 hours in the appropriate settings.*

**ED 445 Content Area Reading, Writing and Study Skills (3 credits)**
Prerequisite: *Admission to the Professional Education Program*
Strategies, including methods, materials and media for teaching particular disciplines are studied. Developing competency and versatility is stressed through simulations and guided teaching in area schools. At student registers for the course appropriate to his major according to the following schedules:

- ED 413 Music
- ED 424 Foreign Language
- ED 425 Visual Art - High School
- ED 459 Visual Art - Middle School

**ED 490/ED 495 Student Teaching Practicum (12 credits†)**
Prerequisite: *Acceptance and good standing in the teacher preparation program*
Prospective teacher candidates are assigned appropriate student teaching stations where they work in an approved situation under an experienced supervising teacher. This is a practical experience for one semester in a public school where student teachers are functioning as professional teachers. A college supervisor visits to assist the student teacher. Seminars may be held to exchange experiences. Students are expected to carry a minimum responsibility teaching load equal to 50% of the regular teacher's assignment. This course is full-time for one semester. At the successful conclusion of the practicum the candidate presents her/his completed professional teaching portfolio.

**ED 550 Middle and High School Theory Into Practice (3 credits)**
Prerequisite: *Admission to Accelerated Pathways to Teaching Program*
This course will focus on the philosophical and psychological foundations of secondary education with an emphasis on connecting learning theory to best practice. Developing competencies for effective, understandable and appropriate modes of communication in teaching is stressed through microteaching and other simulations. Emphasis is also placed on understanding the contemporary middle and high school, to include but not be limited to various organizational structures, curricula and teacher roles. 40 hours of field work required.

**ED 552 Curriculum and Instruction in Middle and High School Mathematics and Science (3 credits)**
Prerequisite: *ED 550*
In this course research and best practice in mathematics and science will be studied in relation to national standards and State Curriculum Frameworks. Multiple perspectives including diversity will be considered as critical factors in curriculum and instruction. Outcomes will focus on the nature of the discipline and what to teach, how to teach and how to assess in a learning-centered classroom.

**ED 553 Curriculum and Instruction in Middle and High School Arts and Humanities (3 credits)**
Prerequisite: *ED 550*
In this course, research and best practice in the arts and humanities will be studied in relation to national standards and State Curriculum Frameworks. Multiple perspectives including diversity will be considered as critical factors in curriculum and instruction. Outcomes will focus on the nature of the disciplines and what to teach, how to teach and how to assess in a learning-centered classroom. (3 graduate credits and 40 hours field work) *Fall semester and summer session 1*

**ED 554 Student Teaching Practicum (6 credits)**
Prerequisite: *ED 550, ED 552*
Graduate students are assigned appropriate student teaching stations where they work in approved situation under an experienced supervising teacher. This is a practical experience for one semester in a public school where student teachers are functioning professional teachers. A college supervisor visits to assist the student teacher. Seminars may be held to

† May also be taken for graduate level credit.

**Note:** This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
exchange experiences. Students are expected to carry a minimum responsible teaching load equal to 50% of the regular teacher’s assignment. Full time for one semester. Either semester

ED 556 Internship Practicum (6 credits)
Prerequisite: ED 550, ED 552
A minimum of 300 clock hours will be required in a 8-12 grade setting as a high school teacher. Internship must be less than full time but at least one-fifth time employment in the role for which licensure will be sought. Request for this course must be made to the department and the student teaching office.

ED 558 The Reflective Middle and High School Practitioner (3 credits)
Prerequisite: ED 550, ED 552
This capstone course focuses on the candidates meeting all of the competencies needed for Massachusetts Initial Licensure for teaching. In this experience they will closely examine their own classroom learning and teaching practices that are consistent with the constructivist theory of learning. They will reflect upon and demonstrate their knowledge of the best practices that address high standards and expectations, effective instruction, assessment and classroom management. Each candidate for Initial Licensure will complete his/her professional portfolio that clearly provides the evidence of achievement of the required performance outcomes. This course may be taken concurrently with ED 554 or ED 556.

ED 560 Special Topics (variable credit)
Prerequisite: Course prerequisites may be specified depending on the nature of the topic
Special topics of current relevance in education will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. The course may be taken more than once.

Other Approved Courses:
AE 505 The Adult Learner
AE 506 Methods and Materials in Adult Learning
AE 507 Program Design and Development for Adult Learning

SCHOOL OF EDUCATION AND ALLIED STUDIES (SEAS)
MASTER’S COURSES (ED)

ED 530 The Teacher as Researcher (3 credits)
This course is designed to provide graduate students in education with an introduction to the research process. Emphasis will be placed upon acquiring pragmatic skills that can be used throughout one’s career. Students will be expected to read and interpret statistical parts of standardized tests but not to be expected to run statistical programs. The course will stress the development of skills required for the critical evaluation of current research studies. Students are expected to become informed and critical consumers of research literature, and become familiar with the methods and technology surrounding scientific inquiry.

ED 531 The Standards-Based Classroom: Curriculum (3 credits)
This course focuses on constructivism and other key theories and concepts of curriculum design, development, and program evaluation in relation to national standards and the Massachusetts Frameworks. Curriculum issues and classroom applications will be studies in detail as well. As a final experience, students will work independently and collaboratively to present and defend a curriculum unit that is relevant to their area of licensure.

ED 532 The Teacher as Leader: From Issues to Advocacy (3 credits)
This course addresses the critical social, economic, political and sociocultural issues challenging educators and society today. Issues are examined from a variety of vantage points, including theoretical underpinnings, research findings, and the position taken by professional organizations. Students are expected to articulate a personal position on critical issues and to practice school leadership and community advocacy on issues of concern.

ED 533 The Standards-Based Classroom: Instruction and Assessment for Diverse Learners (3 credits)
This course focuses on effective, differentiated instruction as well as on the purposes of educational assessment, both formal and informal. Current trends in instructional strategies and assessment as related to diverse learners and to effective classroom management will be examined in detail.

ED 538 The Professional Teacher (3 credits)
Prerequisite: ED 530, ED 531, ED 532, ED 533
This course is designed to be the capstone course taken at the end of the student’s program. This course addresses the changing context of teaching in view of the BSC Conceptual Framework, mentoring, peer coaching, and the national standards for professional teachers. Students will analyze the impact of educational reform efforts aimed at improving the teaching, learning and professional development of teachers in the educational environment. Reflective practice and written communication are key components of the course.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
EE 200 Introduction to Computers for the Elementary School Classroom (3 credits)
Designed as a computer literacy course for K-6 pre-service teachers, in-service teachers and supervisory personnel. The course covers the history, capabilities, role and literacy in computer education. Early childhood and elementary school applications are to be explored in a computer laboratory setting. No prior knowledge or experience with computers is assumed. Either semester

EE 220 Introduction to Elementary Education (3 credits)
This foundations course examines elementary education (grade 1 through grade 6) from a variety of perspectives including historical, sociocultural, and developmental. A 40-hour, field-based experience is attached to this course. This field-based experience is used to contextualize topics and issues including typical and atypical child development, learning theories, diversity, developmentally-appropriate practices, teaching models and approaches, professional teaching standards, and critical issues related to teaching and child growth and development. This course prepares students to apply for admission into Bridgewater’s teaching licensure program.

EE 300 Elementary Art Methods (.5 credit)
Prerequisite: Admission to the Professional Education Program
An introduction to methods and materials in art for the elementary teacher. Art projects typical of those done by children in grades K-6 are produced. Classroom management, bulletin board design and lesson introduction techniques are explored. Graded on a pass/fail basis. Either semester

EE 310 Teaching Science and Social Studies in the Elementary School (3 credits)
Prerequisite: Admission to the Professional Education Program
This course will examine the development of current curriculum that will influence the teaching of science and social studies in the 1990s. Emphasis will be placed on the methodologies of these disciplines with a strong focus on cooperative learning, assessment and hands-on science.

EE 330 Teaching Reading in the Elementary School (3 credits)
Prerequisite: Admission to the Professional Education Program
A consideration of the teaching/learning processes involved in the acquisition of literacy: modeling teacher-child interactions and independent exploration. Careful monitoring of pupil progress and appropriate interventions are emphasized.

EE 340 Teaching Language Arts in the Elementary School (3 credits)
Prerequisite: Admission to the Professional Education Program
Strategies in the elementary school to enhance the communication skills of reading, writing, listening and speaking through pupil involvement in purposeful communication will be stressed. Special emphasis will be given to the teaching of writing and to the development of thinking skills through questioning. Either semester

EE 350 Teaching Mathematics in the Elementary School (3 credits)
Prerequisite: Admission to the Professional Education Program
Examining the purpose and content of the contemporary elementary school mathematics curriculum, this course emphasizes how children learn mathematics, a wide variety of teaching procedures and instructional materials, evaluation techniques for use in the classroom and pedagogical methodology for individualization. Designed also to create awareness of affective experiences in the teaching/learning process of elementary school mathematics. Either semester

EE 360 Teaching in a Standards-based, Inclusive Elementary Classroom (3 credits)
Prerequisite: Admission to the Professional Education Program
This course explores ways to plan, teach and assess in a standards-based, inclusive classroom. Topics include standards-based curriculum development, constructivism, evaluation, and assessment (including the design of a professional teaching portfolio). Classroom-based “inclusive” models and teaching strategies, and professional teaching standards will be examined.

EE 362 Methods and Materials in Elementary Art (3 credits)
Prerequisite: Admission to the Professional Education Program
The objective of art education, role of the classroom teacher, developmental stages in the creative growth of children; materials, processes, tools and teaching procedures which will foster this growth at the various grade levels; correlation of art with other subject fields and evaluation of student progress. Offered evenings and summers only

EE 441 Methods and Materials in Outdoor Education for the Elementary Teacher (3 credits)
New trends and practices in elementary curriculum and methods in outdoor education will be explored in a natural setting. Analysis of different approaches to curriculum construction, teaching procedures, integration of material to classroom and school setting will be implemented. Offered evenings and summers only

† May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
EE 450 Elementary School Curriculum (3 credits†)
Roles of the administrator, the teacher, the parent and the child in the development of the changing curriculum in the elementary school. Use of action research, in-service training, innovations for curriculum improvement, school organizations, team teaching, the non-graded school, individualized instruction, the reevaluation of objectives and democratic values. Offered evenings and summers only

EE 452 Methods and Materials in Elementary Education (3 credits†)
Prerequisite: Admission to the Professional Education Program
Effective ways of vitalizing the teaching/learning process through teacher-pupil planning, participation and evaluation. Emphasis on creative teaching and the individualized approach. Materials and strategies are examined in the light of current issues. Offered evenings and summers only

EE 457 Strategies for Managing Classroom Behavior (3 credits†)
This course will assist education students in developing their skills in classroom management. Consideration will be given to successful management models and teaching strategies as they apply to the developmental levels of children. Offered evenings and summers only

EE 490 Supervised Teaching in the Elementary Schools: Art (6 or 12 credits†)
Prerequisite: Acceptance into student teaching
Supervised experiences in classroom art activities. Experiences gained in teaching techniques, materials, individual differences, and classroom management. Supervision by the cooperating teacher and college supervisor. Full time for one quarter. Either semester

EE 491 Internship in Elementary Education (12 credits†)
Prerequisite: Employment in a host school system; completion of all School of Education and Allied Studies and Departmental requirements; approval by the Department (including site and mentor)
An internship is a supervised experience for one semester (at least 400 clock hours). To be eligible for an internship a candidate must be employed by the school system and be in the role of elementary classroom teacher. During this internship a candidate will gain experience and refine his/her skills as a classroom teacher. Interns will have a qualified, on-site mentor and will be supervised by the college. A candidate must demonstrate his/her competencies for initial teaching licensure and complete documentation requirements.

EE 492 Supervised Teaching in Public Schools: Elementary (12 credits†)
Prerequisite: Acceptance into student teaching
This student-teaching practicum is a supervised experience for one semester. Candidates are assigned by the School of Education and Allied Studies to an appropriate elementary-school classroom (grades 1-6) where they will work to develop and refine their teaching skills. Candidates will have the opportunities to observe students and classrooms, design curriculum, practice effective classroom-management techniques, utilize contemporary teaching strategies and differentiate instruction to meet the needs of all learners. Candidates will be coached and supervised by a qualified, on-site cooperating practitioner and a faculty member of the elementary and early childhood department. Candidates are required to attend periodic seminars on educational topics relevant to the student teaching experience. A candidate must demonstrate his/her competencies for initial teaching licensure and complete all departmental requirements. Either semester

EE 498 Internship in Elementary Education (3-15 credits)
Prerequisite: Consent of the department; formal application required
Off-campus experience in an area related to the major. In-depth exposure to educational programs, centers and institutions. This internship does not lead to teacher licensure.

EE 499 Directed Study in Elementary Education (1-3 credits)
Prerequisite: Consent of the department; formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. Either semester

EE 502 Research (credit to be arranged)
Original research undertaken by the graduate student in his or her field. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.

EE 503 Directed Study (credit to be arranged)
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.

EE 520 The Changing Context of Teaching: Mentoring, Clinical Supervision and Peer Coaching (3 credits)
Open to experienced teachers
The purpose of this course is to study the changing context of teaching in view of mentoring, clinical supervision and peer coaching. Students will analyze the impact of educational reform efforts aimed at improving teaching and learning that highlight mentoring as a key component of the professional development of teachers. The Principles of Effective Practice and the Curriculum Frameworks will be the foundation for thinking

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
about effective teaching strategies. Students will observe peers teaching lessons and analyze those lessons using the Principles of Effective Practice and Curriculum Frameworks. Course participants will learn how to plan and conduct a pre-observation conference and a post-observation conference. In addition, students will study the problems and issues related to mentoring.

EE 530 Enhancing Language Skills in the Classroom (3 credits)
The intent of the course will be to: 1) heighten teacher perception of communication potential in the classroom, 2) suggest techniques for the use of language skills as the vehicle in all content areas, 3) assist the teacher in the design of materials to fit special needs of the classroom, 4) aid the teacher in the classroom implementation of the designed materials.

EE 551 Discovering Science: Current Elementary School Science Programs (3 credits)
Prerequisite: EE 460, EE 462 or consent of the instructor Provides students with opportunities to explore the philosophy, psychology, materials and methods of implementation of the inductive programs for elementary science and to participate in a curriculum development process. Most resource materials used originate in current elementary science programs—Elementary Science Study, Science: A Process Approach, and the Science Curriculum Improvement Study.

EE 552 Advanced Methods for Teaching Science and Social Studies: Theory into Practice (3 credits)
Based on the work of Project PALMS (Partnership Advancing Learning of Mathematics and Science), this course will focus on improving the way science and social studies are taught and learned in elementary school classrooms. Modules will include: constructivism; strategies for teaching using inquiry-based approaches; developing “hands-on” science and social studies materials; using technology in science and social studies; new, alternative strategies for assessment; understanding and using the new curriculum framework and national standards for both science and social studies education. Teachers will develop advanced teaching strategies that encourage students to develop “process skills” including critical graphing skills and other skills associated with the scientific inquiry. With these skills, elementary school students will be able to achieve the goals of scientific literacy and responsible citizenship.

EE 554 Graduate Seminar in Elementary Education (3 credits)
Prerequisite: Completion of all required M.Ed. courses
An integration of formal study, current research and personal experience. Each student will make an extensive study of a significant problem in elementary teaching.

EE 560 Special Topics in Elementary Education (variable credit)
Prerequisite: Course prerequisite may be specified depending upon the nature of the topic Special topics of current relevance in elementary education will be offered from time to time. The topic to be addressed will be announced in preregistration publications. May be taken more than once with the consent of the adviser.

EE 566 Technological Applications for Education (3 credits)
This course offers the participant the opportunity to become technologically literate and to be able to create a classroom environment, which allows new tools to be used for teaching and learning. An additional goal of the course is to allow the participant to work with information storage and retrieval materials linked to the curriculum in non-threatening, understandable and applicable ways.

EE 567 Contemporary Teaching Techniques for Mathematics (3 credits)
Prerequisite: EE 350
Along with creating a comfortable mathematics environment, this course considers how to assist the student in problem-solving processes, appraisal of current mathematical programs, diagnosing computational error patterns, integrating the computer into the mathematics curriculum. Other selected topics are explored in light of current mathematical standards and trends.

EE 573 Developing Elementary School Curriculum (3 credits)
This course will organize its members into a curriculum committee and will, by democratic group process, prepare an elementary curriculum guide for a specific subject or subject area. Most of the resource materials used in the guide will originate in various current elementary programs. Each participant will receive a copy of the finished guide.

Other Approved Courses:
EE 100 Effective Reading
EE 101 Speed Reading
EE 331 Developmental Reading in the Secondary School
EE 333 Strategies of Teaching Reading in the Middle School
EE 341 Strategies of Teaching Language Arts in the Middle School
EE 351 Improving Mathematical Instruction in the Elementary School
EE 353 Strategies of Teaching Mathematics in the Middle School
EE 370 Kindergarten Theory and Methods
EE 371 The Preschool
EE 373 Helping Children to Write Creatively
EE 390 Field Based Practicum
EE 420 Educational Measurement
EE 435 Teaching Study Skills and the Uses of Reading

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
EN 101 Writing I (3 credits)
Prerequisite: Placement Test
By intensive practice in composing short expository essays, the writer explores various techniques for discovering, developing and organizing ideas. Special attention will be given to mastering essential skills appropriate to academic writing. Satisfies the GER in Writing.

EN 102 Writing II (3 credits)
Prerequisite: EN 101 or Placement Test
Continuing to develop essential skills, the writer learns and practices various techniques of argumentation. Special attention will be given to learning basic research skills and to integrating the ideas of others into one's own text. Emphasis is on longer and more substantive essays and a research paper. Satisfies the GER in Writing.

EN 135-136 Freshman Honors Colloquium (1 credit each semester)
Prerequisite: EN 102 and consent of the instructor
Freshman Honors Colloquia in English allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. Open to All-College Honors students and to others at the discretion of the instructor. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. EN 135 Fall semester, EN 136 Spring semester

EN 200 Personal and Public Writing (3 credits)
Prerequisite: EN 102
This intermediate composition course provides students with additional instruction in sentence and paragraph structure. Through reading and writing assignments involving literacy narratives, interviews, case studies, and ethnographies, students move from written explorations of personal experience to academic or professional analysis of this experience.

EN 201 Technical Writing I (3 credits)
Prerequisite: EN 102
Emphasis on writing with practical applications, such as summaries, abstracts, outlines, proposals, interviews, progress reports and a guided research paper. Subject matter is often drawn from the students' own disciplines.

EN 202 Business Communication (3 credits)
Prerequisite: EN 102
The course develops competence in recognition and production of business summaries and abstracts, memoranda and letters and reports. Concerns of style, tone, arrangement, format and information levels are treated in the context of various explicit and implicit management structures.

EN 203 Writing About Literature (3 credits)
Prerequisite: EN 102
This course will help students develop the skills needed for writing papers in upper-level literature courses. By reading, discussing and writing about works in various genres, students will learn what sorts of questions are likely to generate insight into a work of literature, how to develop and support such insights in a paper, how to distinguish a valid from an invalid interpretation, and how to use the specialized terminology associated with each of the major genres.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
EN 204 Responding to Writing (1-3 credits)
Prerequisite: EN 102 and permission of the director of the Writing Center
This course teaches students to negotiate the demands of responding to writers and their work face-to-face and one-on-one, with an emphasis on collaborative learning techniques, writing processes, interpersonal dynamics and rhetorical analysis. This course is repeatable to three credits.

EN 211 Literary Classics of Western Civilization to 1600 (3 credits)
Prerequisite: EN 102
Major works of Western literature from ancient times through the Renaissance are studied. The course encompasses diverse literary forms and themes through such works as the Bible, Homer, Greek drama, the Divine Comedy and a Shakespearean play. Satisfies the GER in Literature.

EN 214 The Classical Tradition (3 credits)
Prerequisite: EN 102
Major Greek and Roman writers in Modern English translation are studied. Included will be such figures as Homer, Sophocles, Plato, Euripides, Cicero and Virgil. Satisfies the GER in Literature.

EN 221 Major British Writers to 1800 (3 credits)
Prerequisite: EN 102
Representative works by major British writers from the Anglo-Saxon period through the 18th century are studied, including such figures as Chaucer, Shakespeare, Milton, Donne, Pope and Swift. Satisfies the GER in Literature.

EN 222 Major British Writers since 1800 (3 credits)
Prerequisite: EN 102
Representative works by major British writers of the 19th and 20th centuries are studied, including such figures as Wordsworth, Keats, Tennyson, Dickens, Shaw, Yeats, Eliot, Woolf and Joyce. Satisfies the GER in Literature.

EN 228 Writing Fiction (3 credits)
Prerequisite: EN 102 and consent of instructor
This course will address problems of invention, form and style through frequent practice and criticism of professional and student models and anecdotal evidence of professional writers.

EN 229 Writing Poetry (3 credits)
Prerequisite: EN 102 and consent of instructor
This course will address problems of invention, form and style through frequent practice and criticism of professional and student models and anecdotal evidence of professional writers.

EN 230 Creative Writing (3 credits)
Prerequisite: EN 102 and consent of the instructor
Problems of invention, composition, form and style solved through frequent practice and criticism of professional and student models and anecdotal evidence of professional writers. May be offered in short fiction, poetry or drama and repeated once for credit.

EN 231 Major American Writers to 1865 (3 credits)
Prerequisite: EN 102
Representative works by major American writers from the 17th century through the Civil War are studied. Included are such figures as Franklin, Poe, Emerson, Hawthorne, Melville and Whitman. Satisfies the GER in Literature.

EN 232 Major American Writers since 1865 (3 credits)
Prerequisite: EN 102
Major American writers from the Civil War to the present are studied including such figures as Twain, Dickinson, James, Frost, Hemingway and Faulkner. Satisfies the GER in Literature.

EN 241 Shakespeare (3 credits)
Prerequisite: EN 102
This general introduction to Shakespeare's plays is set against the background of his time and includes a detailed study of representative tragedies, comedies and histories. Satisfies the GER in Literature.

EN 251 Literary Themes (3 credits)
Prerequisite: EN 102
Major literary texts are examined from the perspective of a common theme. In a given semester the course might concern itself with love, the family, madness, law, nature (as examples of particular themes) to illustrate how writers from diverse cultures and/or historical periods working with different genres shape imaginative responses to enduring themes. Satisfies the GER in Literature. This course may be repeated for different topics.

EN 252 Literary Types (3 credits)
Prerequisite: EN 102
Major literary texts are examined from the perspective of one genre or type and focus in a given semester on the novel, drama, poetry, short story and biography. Works from diverse cultures and/or historical periods will be used to illustrate how conventions of type or genre shape a writer's discourse. Satisfies the GER in Literature. This course may be repeated for different topics.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
EN 253 Non-Western Literature (3 credits)
Prerequisite: EN 102
This course introduces the student to the fiction, poetry and drama of the non-Western world. The works to be studied are chosen both for their literary qualities and for insight into different social contexts and cultural conditions. Satisfies the GER in Non-Western Civilization.

EN 261 Film Study: Introduction to the Art (3 credits)
Prerequisite: EN 102
Major American and foreign films and directors from the silent era to the present are evaluated to develop critical awareness and esthetic appreciation of film as an art form. In addition, film viewing, readings in film theory, interpretation and criticism are required. Does not satisfy literature GER.

EN 262 Film Study: Literature and Film (3 credits)
Prerequisite: EN 102
Adaptations of literature into film will be evaluated to develop an understanding of the narrative demands of both genres. Viewing and reading works in both media will be required. Does not satisfy literature GER.

EN 280 Journalism (3 credits)
Prerequisite: EN 102
Copy, editing and proofreading skills will be developed with special emphasis devoted to objective news story writing. Some attention is paid to reviewing and sports writing. Does not satisfy literature GER.

EN 286-287 Sophomore Honors Colloquium (1 credit each semester)
Prerequisite: EN 102 and consent of the instructor
Sophomore Honors Colloquia in English allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. Open to All-College Honors students and to others at the discretion of the instructor. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. EN 286, Fall semester; EN 287 Spring semester.

EN 301 Writing and the Teaching of Writing (3 credits)
Prerequisite: EN 102
Designed for prospective teachers, the course undertakes an investigation of current research in creativity and the writing process with application made to the student's own writing, school curriculum and good teaching practice.

EN 302 Technical Writing II (3 credits)
Prerequisite: EN 102 and EN 201
Writing in-depth reports requires sophisticated data gathering and analysis. Specific attention is paid to audience analysis and formatting.

EN 305 History of the English Language (3 credits)
Prerequisite: EN 102
Origins and development of English. Selected readings in Old and Middle English.

EN 309 Early American Literature (3 credits)
Prerequisite: EN 102

EN 310 The African-American Novel (3 credits)
Prerequisite: EN 102
This chronological study of the African-American novel from 1853 to the present devotes particular attention to social, political, economic and cultural factors. Readings may include William Wells Brown, Jean Toomer, Zora Neale Hurston, Richard Wright, James Baldwin, Ralph Ellison, Toni Morrison and Alice Walker.

EN 312 Modern British Fiction (3 credits)
Prerequisite: EN 102
This course focuses on earlier 20th century British novelists such as Conrad, Forster, Lawrence, Joyce and Woolf.

EN 320 Chaucer (3 credits)
Prerequisite: EN 102
This course provides an introduction to Chaucer's poetry and Middle English through readings in The Canterbury Tales.

EN 321 The Age of Pope (3 credits)
Prerequisite: EN 102
The course surveys the literature of the early 18th century with emphasis on the works of Pope, Swift, Gay, Addison and Steele.

EN 322 The Age of Johnson (3 credits)
Prerequisite: EN 102
The course examines the writings of several major 18th century figures, such as Johnson, Boswell, Fielding, Richardson, Goldsmith and Brontë.

EN 323 Introduction to Linguistics (3 credits)
Prerequisite: EN 102
The course focuses on the generative-transformational theory of syntactic structure as applied to the English language. It includes selected readings on various aspects of linguistics.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
EN 327 Women Writers: The Female Tradition to 1900 (3 credits)
Prerequisite: EN 102
This course traces the history and development of a female literary tradition among English-speaking women writers. The dominant stages, images and themes and genres within this tradition will be explored through the work of writers such as Bradstreet, Killigrew, Wheatley, Wollstonecraft, Dickinson, Eliot, Browning, Rossetti, Gilman and Chopin.

EN 328 Women Writers: The Female Tradition since 1900 (3 credits)
Prerequisite: EN 102
English-speaking women writers in the female literary tradition developed a number of dominant themes in a range of literary genres. The accomplishment of 20th century women authors will be shown through such writers as Lowell, Woolf, Wharton, Porter, Hellman, Brooks, Lessing, Plath, Oates, Atwood and Morrison.

EN 329 Modern American Fiction (3 credits)
Prerequisite: EN 102
This course examines modern American fiction, focusing on such writers as Fitzgerald, Hemingway, Faulkner, Cather, Anderson and Lewis.

EN 330 Recent American Fiction (3 credits)
Prerequisite: EN 102
This course includes short fiction and the novel since 1945, and focuses on writers such as Bellow, Didion, Mailer, McCarthy, Oates, Roth, Tyler, Updike and Walker.

EN 331 U.S. Literature in the Nineteenth Century I (3 credits)
Prerequisite: EN 102
This course analyzes selected readings in such writers as Cooper, Hawthorne Poe, Emerson, Thoreau, Whitman and Dickinson.

EN 332 U.S. Literature in the Nineteenth Century II (3 credits)
Prerequisite: EN 102
This course focuses on the novels and tales of Melville, Twain, Hawthorne and James.

EN 333 Realism and Naturalism in American Literature (3 credits)
Prerequisite: EN 102
This course focuses on the fiction of Chopin, Crane, Dreiser, Howells, Norris, Wharton and the 20th century extensions of realism in the fiction of Dos Passos, Stein and Farrell.

EN 338 Honors Tutorial (3 credits each semester)
Prerequisite: EN 102 and consent of the department
This tutorial involves special topics in English. It is open to All-College and Departmental Honors students and meets for three hourly meetings weekly.

EN 340 Literature of the English Renaissance (3 credits)
Prerequisite: EN 102
This course examines the non-dramatic literature of the Age of Shakespeare including the works of Sidney, Spenser, Nashe, Marlowe, and Drayton. Textual analysis is emphasized, but the historical, social, and cultural background of this period is also considered.

EN 341 Literature of the Continental Renaissance (3 credits)
Prerequisite: EN 102
This course surveys representative works of Petrarch, Boccaccio, Machiavelli, Erasmus, Castiglione, Rabelais, Cellini, Montaigne, Cervantes, and Ronsard representing prevailing literary themes and techniques.

EN 342 Shakespeare: Histories and Comedies (3 credits)
Prerequisite: EN 102
This course provides examples of Shakespeare's art in dominant Renaissance dramatic forms and with some of his recurring thematic concerns. In addition, study of the histories and comedies demonstrates Shakespeare's growth in the dramatic use of language. Plays for study will include The Comedy of Errors, Two Gentlemen of Verona, Much Ado About Nothing, As You Like It, Twelfth Night, Richard III, Richard II, Henry IV, Parts I and II, and Henry V.

EN 343 Shakespeare: Tragedies and Late Plays (3 credits)
Prerequisite: EN 102
This course offers studies in the various dimensions of the tragic vision of man. In addition, study of the late plays provides the student with examples of dramatic works that proceed beyond the tragic dimension. Selected plays will include Hamlet, King Lear, Othello, Macbeth, Antony and Cleopatra, Measure for Measure, The Winter's Tale and The Tempest.

EN 346 Southern Literature (3 credits)
Prerequisite: EN 102
This course focuses on the personal, cultural, and social dimensions of southern life in works by William Faulkner, Tennessee Williams, Katherine Anne Porter, Flannery O'Connor, Eudora Welty, William Styron and Peter Taylor.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
EN 350 Recent British Fiction (3 credits)
Prerequisite: EN 102
This course focuses on British fiction since 1945. Writers to be studied may include Golding, Graves, Lessing, Murdoch, Greene, Ballard and Powell.

EN 353 Modern European Drama (3 credits)
Students will study the main forces in Modern European drama starting with Ibsen.

EN 356 Modern American Drama (3 credits)
Prerequisite: EN 102
Students will read and discuss selected plays of dramatists from O'Neill to Albee.

EN 360-361 The English Novel I-II (3 credits for each semester)
Prerequisite: EN 102
The course traces the development of the English novel, including such writers as Defoe, Richardson, Fielding, Smollett, Sterne, Austen, and Scott in the first semester, and Dickens, the Brontës, Thackeray, Eliot, Trollope, Conrad and Hardy in the second semester.

EN 365 Victorian Prose and Poetry (3 credits)
Prerequisite: EN 102
The major emphasis is placed on the poetry of Tennyson, Browning and Arnold, but the works of other 19th century poets such as Hopkins and Hardy will also be read and discussed. The essays of Carlyle, Ruskin, Arnold, Newman, Huxley and others are studied in conjunction with the poetry.

EN 366 Tennyson, Browning, and Arnold (3 credits)
Prerequisite: EN 102
These major 19th century authors are studied in some detail, with particular reference to the historical, social, and cultural milieu within which they wrote.

EN 367 English Literature of the Late Victorian and Edwardian Periods (3 credits)
Prerequisite: EN 102
The major writers of the late 19th and early 20th centuries are examined from aesthetic, social and intellectual vantage points, with readings in such prose writers as Gissing, James, Wilde, Beahovin, Carroll, Wells, Hardy, Corvo, Forster and Conrad, and such poets as Rossetti, Swinburne, Morris, Hopkins and Yeats.

EN 370 Seventeenth Century Literature (3 credits)
Prerequisite: EN 102
The course is an introduction to the prose and poetry of the 17th century in England, exclusive of Milton. Such writers as Donne, Jonson, Bacon, Burton, Brown and Dryden will be examined, and various persistent elements, such as the classical influence, will be explored.

EN 380 Milton (3 credits)
Prerequisite: EN 102
This course includes the main works of Milton: Paradise Lost, Paradise Regained and Samson Agonistes, the minor poetic works, and selected prose.

EN 381 Irish Literature I (3 credits)
Prerequisite: EN 102
The course is a survey of earlier Irish literature in translation from the Gaelic and in English. It includes selections from the epic poem, Tain Bo Cuailgne; Gaelic lyric poetry (600-1800 A.D.); the pioneering fiction of Maria Edgeworth and William Carleton; and the poetry of the 19th century balladeers, Thomas Moore, Thomas Davis, James Clarence Managan and Sir Samuel Ferguson. The accomplishments of the Irish literary revival of 1890-1920; fiction by Daniel Corkery, George Moore, Seamus O'Kelly, and James Joyce; poetry and plays by William Butler Yeats; and plays by John M. Synge.

EN 382 Irish Literature II (3 credits)
Prerequisite: EN 102
This course is a survey of later modern and contemporary Irish literature including the later fiction of James Joyce and the later poetry of William Butler Yeats; the plays of Sean O'Casey, Brendan Behan, Samuel Beckett and Brian Friell; the poetry of Austin Clarke, Patrick Kavanagh, Thomas Kinsella, John Montague, Richard Murphy and Seamus Heaney; the fiction of Liam O'Flaherty, Sean O'Faolain, Frank O'Connor, Flann O'Brien, Mary Lavin, William Trevor, Edna O'Brien and others.

EN 386 English Romantic Poets (3 credits)
Prerequisite: EN 102
The course examines selected poetry and prose of Wordsworth, Coleridge, Shelley and Keats with the principal objective of understanding the character and modes of expression of each poet's imaginative vision. Consideration is given to historical background and to developments in philosophy and aesthetic theory, which have a direct bearing on Romantic poetry.

EN 389 Topics in Writing (3 credits)
Prerequisite: EN 102
The course explores writing on different subjects from semester to semester according to interest and demand. Typical topics may include writing the research paper, the narrative essay, the personal journal, writing literary criticism, etc. This course may be repeated for different topics.

EN 390 Theories of Writing (3 credits)
Prerequisite: EN 102
The course examines fundamental rhetorical, linguistic, social and discursive theories as they pertain to the writing process. Frequent writing will be assigned.
EN 391 Modern Literary Criticism (3 credits)
Prerequisite: EN 102
This course examines the major critics and critical movements of the 20th century, particularly in the United States and England, but with some attention to continental critical thought. Critics and theorists such as T.S. Eliot, I.A. Richards, John Crowe Ransom, Edmund Wilson, Lionel Trilling, Northrop Frye, Raymond Williams and Roland Barthes are studied. The principles and methods of several kinds of criticism – formalist, Marxist, psychoanalytical, structuralist and post-structuralist – are examined.

EN 392 Advanced Creative Writing: Poetry (3 credits)
Prerequisite: EN 229
This course offers an intensive workshop approach to poetry writing for students who wish to submit poems for peer review and develop a poetry portfolio.

EN 393 Modern British Poetry (3 credits)
Prerequisite: EN 102
The major British poets of the 20th century are studied with particular emphasis on the works of Hopkins, Hardy, Yeats, Eliot, Auden and Thomas.

EN 394 Modern American Poetry (3 credits)
Prerequisite: EN 102
The major American poets of the 20th century are studied with particular emphasis on the works of Robinson, Frost, Crane, Auden, Williams and Stevens.

EN 395 Studies in Recent American Poetry (3 credits)
Prerequisite: EN 102
American poets practicing from 1945 to the present are surveyed. Among these poets may be Robert Lowell, John Berryman, Theodore Roethke, Richard Wilbur, Adrienne Rich, Anne Sexton, Sylvia Plath, James Wright, Richard Hugo, Randall Jarrell, Gwendolyn Brooks, Robert Hayden and Gary Snyder. Others may be included from time to time.

EN 396 Rhetoric and Style (3 credits)
Prerequisite: EN 101 and EN 102 and one upper level writing course
This course teaches advanced techniques of writing and provides the student writer with a stronger familiarity with rhetorical theories and schemes of contemporary and historical styles. Students are introduced to rhetorical analysis of their written work, using such tools as Toulmin argument, Burke's pentad, or Aristotle's three proofs. This course is required of all students in the writing concentration.

EN 485 Honors Thesis (3 credits)
Prerequisite: EN 102
This course is open to All-College and Departmental Honors students. One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the departmental honors committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project.

EN 490 Literary Studies in Oxford (3 credits)
Prerequisite: EN 102. Students will normally be expected to be in their junior or senior year
Close readings of several major works emphasizing the dynamic relationship between literary texts and the cultural and intellectual environments in which they were created. Authors and periods studied will vary. (This is a special program in England at Oxford University during July. Additional fees are required.)

EN 494 Seminar (3 credits)
Prerequisite: EN 102
The seminar treats selected topics in language and literature.

EN 495 Seminar in English Literature (3 credits)
Prerequisite: EN 102
This seminar, primarily for seniors, honors candidates and graduate students, will pursue in depth certain themes and authors in English literature. This course may be repeated for different topics.

EN 496 Seminar in American Literature (3 credits)
Prerequisite: EN 102
This seminar, primarily for seniors, honors candidates and graduate students, will pursue in depth certain themes and authors in American literature. This course may be repeated for different topics.

EN 497 Seminar in World Literature (3 credits)
Prerequisite: EN 102
This seminar, primarily for seniors, honors candidates and graduate students, will pursue in depth certain themes and authors in world literature.

EN 498 Internship in English (3-15 credits)
Prerequisite: EN 102 and consent of the department; formal application required
The internship provides off-campus work-study experience in areas related to the expanding discipline of English, such as editing, journalism, media, public relations, and technical writing. Internship credits are not applicable to the 36 credits required for the major.

EN 499 Directed Study in English (1-3 credits)
Prerequisite: EN 102 and consent of the department; formal application required
Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits.
EN 500 Introduction to Graduate Study in English (3 credits)
This course will examine the backgrounds and techniques of literary scholarship. Some acquaintance with critical approaches to literature, as well as comprehensive experience in the major genres and periods of English and American literature, will be assumed. Required of MA and M.A.T. candidates in English.

EN 502 Research (credit to be arranged)
Original research undertaken by the graduate student in his field. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated for different topics.

EN 503 Directed Study (credit to be arranged)
Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.

EN 511 Special Topics in Writing (3 credits)
Addresses special topics of current relevance in research and instruction in writing. This course may be taken more than once, as different topics are offered.

EN 515 Studies in Medieval Drama (3 credits)
This course will investigate representative mystery, miracle and morality plays written in England and Europe during the medieval period.

EN 520 Studies in Shakespeare and the Renaissance (3 credits)
Students will analyze selected plays by Shakespeare with special emphasis in each play on the received tradition and on the relationship among the significant aspects of the language, the characters, and the structures. In addition, attention will be given to the use of source material and to the philosophical, social and scientific currents of the age. Finally, students will be examining traditional and contemporary critical views of the plays.

EN 527 Studies in Seventeenth Century English Literature (3 credits)
Students will examine selected writings in prose and poetry from Donne to Dryden for the purpose of understanding the poetic themes and styles as well as the social, philosophical and scientific currents of the period. Among the writers to be considered are Donne, Jonson, Herrick, Herbert, Crashaw, Lovelace, Suckling, Marvell, Dryden and Bacon, Bronton, Browne, Hobbes, Locke and the character writers. Attention will be given to the women of the age, such as Jane Cavendish, Bradstreet, Margaret Cavendish, Philips, Behn, Killigrew, Barker and Pix. Special attention will be given to tracing the shifting emphasis in style and technique concomi-
tant to emerging social, political, religious and philosophical concerns.

EN 531 Studies in Eighteenth Century British Literature (3 credits)
This course is an intensive exploration of the poetry, prose fiction, drama and intellectual prose by major and minor authors from Dryden, Pope, Swift, Defoe and Fielding to Johnson, Boswell, Burke, Austen and Blake.

EN 535 Studies in British Romanticism (3 credits)
This course is an in-depth study of the poetry and prose of the Romantic Period, including writers such as Wordsworth, Coleridge, Byron, Blake, Shelley, Keats, Charlotte Smith, Mary Shelley and Dorothy Wordsworth.

EN 551 American Transcendentalism (3 credits)
Development and influence of American Transcendentalism in the literature of Emerson, Thoreau and Alcott will be investigated.

EN 565 Modern Critical Theory (3 credits)
This course will focus on the major American and European schools of criticism that have influenced literary studies in the past forty years. Attention will be given to formalist, structuralist, phenomenological, post-structural, reader-response, Marxist, psycho-analytical, hermeneutic, feminist and new historical schools of criticism.

EN 580 Graduate Seminar in English Literature (3 credits)
A particular author, group of authors, or theme in English literature will be studied in depth. Topics will change from year to year. This course may be repeated for different topics.

EN 590 Graduate Seminar in World Literature (3 credits)
A particular author, group of authors, or theme in world literature will be studied in depth. Topics will change from year to year.

Other Approved Courses:
EN 170 Middle Eastern Islamic Literature
EN 212 Literary Classics of Western Civilization since 1600
EN 283 Major Canadian Writers in English I
EN 284 Major Canadian Writers in English II
EN 314 Medieval English Literature
EN 334 Literature of Maine
EN 335 Elizabethan and Jacobean Drama (3 credits)
EN 339 Honors Tutorial
EN 397 Film Study: The Director’s Art
EN 398 Film Study: Genres
EN 510 Theory and Discipline of English for Teachers
EN 541 Studies in the Novel
EN 542 Studies in Victorian Literature
EN 552 Contemporary American Fiction

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
The most recent hypotheses concerning the paleogeography, functional morphology and paleoecology of the dinosaurs are considered. Various causes advanced to account for their extinction 65 million years ago are critically appraised. Offered even years, Spring semester.

ES 300 Excursions in Geology (3-6 credits)
Prerequisite: Consent of the instructor
Preliminary lectures on a study area, followed by 1 to 6 weeks of interdisciplinary field study leading to a final report. Travel and living expenses will be borne by students. Study area will most likely be in the western U.S., although foreign areas are possible. This course is of interest to archaeology, biology, and geography majors as well as other students.

ES 301 Solar System Astronomy (3 credits)
Prerequisite: MA 100 or the equivalent
Topics include the sun, planets, satellites, comets, asteroids, astronomical instruments, time keeping and celestial coordinates, and the early history of astronomy. Use of the BSC observatory and instruments and a trip to a planetarium are required. Spring semester.

ES 305 Physical Oceanography (3 credits)
Prerequisite: Any 100-level Biology, Chemistry, Earth Science, Geography (Physical Science), or Physics course
This course surveys the physical aspects of earth’s ocean, including the geology of the oceanic crust and seafloor, ocean currents, tides, waves, and sediment transport and deposition. The importance of the oceans in terms of global climate change is also discussed. Fall semester.

ES 310 Geophysics (3 credits)
Prerequisite: ES 100 and PH 182 or PH 244
This course focuses on the study of the physical processes of the solid Earth. Topics include seismology, the Earth’s gravitational and magnetic fields, heat flow, plate tectonics, and the internal structure of the Earth. The laboratory will provide an overview of the use of geophysical techniques in oil, gas and mineral exploration as well as in engineering and environmental applications. Two hours of lecture and two hours of laboratory each week. Fall semester.

ES 311 Geochemistry (3 credits)
Prerequisite: ES 100, ES 372 and CH 131, CH 132
In this course chemical principles are applied to geologic problems to examine the processes that control the chemical composition of natural waters on and near the surface of the earth. Topics to be investigated include seawater chemistry, river water chemistry, groundwater chemistry, and the chemistry of hot springs and geysers. The chemical interaction between rock and water will be a central theme of the course as this process is an important control on the chemistry of water in virtually all geologic environments. Important global geochemical cycles will also be explored with an emphasis on how these cycles affect environmental problems such as global warming. Spring semester.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
ES 317 Remote Sensing of the Environment (3 credits)
Prerequisite: Written permission of the instructor and introductory courses in earth science, or biology, or geography, or archaeology or other approved majors.
Analysis and interpretation of digital images from satellite and other platforms. Multispectral and hyperspectral data collection and digital image processing. Remote sensing of the atmosphere, vegetation, soils, water, geology, engineering, land use/cover and other data that can be imaged from remote platforms. Multidisciplinary satellite images from NASA and other space agencies will be utilized. Two-hour lecture/laboratory periods weekly. Fall semester

ES 372 Mineralogy (4 credits)
Prerequisite: ES 100 and CH 131
Geometrical and X-ray crystallography followed by the determinative mineralogy of ore and rock-forming minerals. Two hours of lecture and two 2-hour laboratory periods weekly. Fall semester

ES 380 Coastal Processes (3 credits)
Prerequisite: MA 141 and MA 142, ES 100 or GE 100
The frequently complex fluid-solid interactions which result in erosion and deposition in coastal environments are developed in this course. Methods of measurement and prediction are presented. Offered even years, Fall semester

ES 440 Contaminant Hydrogeology (3 credits)
Prerequisite: ES 100, ES 240, CH 131, MA 141, MA 142
The fate and transport of groundwater contaminants in various hydrogeologic regimes are presented in this course. Methods for conducting hydrogeologic investigations are discussed in detail.

ES 463 Petrology (3 credits)
Prerequisite: ES 372
Megascopic and microscopic classification of rocks and an introduction to petrogenesis. One hour of lecture and two 2-hour laboratory periods weekly. Spring semester

ES 475 Paleontology (3 credits)
Prerequisite: ES 100, ES 101 or consent of the instructor
A survey of the fossil record stressing the most important invertebrate phyla and their environmental relationships. Two hours of lecture and one two-hour laboratory period weekly. Offered odd years, Spring semester

ES 476 Sedimentology and Stratigraphy (3 credits)
Prerequisite: ES 100, ES 101 or consent of the instructor
Introduction to modern concepts and principles in sedimentology, paleoecology, and correlation: lithostratigraphic and biostratigraphic classification and interpretation of depositional and organic environments. Two hours of lecture and one two-hour laboratory period weekly. Offered odd years

ES 490 Field Methods in Geology (3 credits)
Prerequisite: ES 100, 101 or consent of the instructor
Collection, processing and interpretation of field data developed by geologic mapping. Presentation of geologic reports involving maps, cross-sections and sample data. One hour of lecture and two 2-hour laboratory periods weekly. Spring semester

ES 496 Seminar in Geology (1 credit each semester)
Prerequisite: Senior standing in geology, earth science or chemistry/geology
This course focuses on the development of thought concerning current global models and/or continuing controversies in geology. One credit will be earned per semester for a total of 2 credits to be awarded at the end of the second semester. Fall semester

ES 498 Field Experiences in Earth Science (3-15 credits)
Prerequisite: Consent of the department; formal application required
Intended to provide an opportunity for senior earth science majors to gain practical experience in the field. Placements will be made in appropriate local, state and federal agencies as well as with private corporations. Either semester

ES 499 Directed Study in Earth Science (1-3 credits)
Prerequisite: Consent of the department; formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. Either semester

Other Approved Courses:
ES 201 Topics in Earth Science for Elementary School Teachers
ES 230 Engineering Geology
ES 302 Stellar and Galactic Astronomy
ES 306 Biological Oceanography
ES 315 Computer Applications in Earth Science
ES 373 Optical Mineralogy
ES 374 Optical Petrology
ES 375 X-Ray Analysis
ES 462 Geology of North America
ES 464 Economic Geology I
ES 465 Economic Geology II
ES 466 Glacial Geology
ES 477 Micropaleontology
ES 497 Research in Earth Science
ES 501 Observational Astronomy
ES 502 Research
ES 503 Directed Study
ES 534 Observational Meteorology
ES 556 Coastal Geology and Oceanography
ES 550 Modern Developments in Earth Science
ES 560 Special Topics
ES 590 Field Studies in Geology

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
**FOREIGN LANGUAGES (FL)**

**FL 300 Languages of the World (3 credits)**  
Prerequisite: Students must have satisfied GER in History  
This course will analyze the diversity of language systems and their fundamental similarities. Students will examine their own beliefs about language and language use. Movements of languages and language families across the globe will add historical and social perspective. Satisfies the GER in Non-western Civilization.

**FL 324 Foreign/Second Language Applied Linguistics (3 credits)**  
Prerequisite: LS 271 or EN 323 or consent of instructor  
The course will treat first, second and foreign language learning in home and educational settings. Emphasis is placed on differences between linguistic and pedagogical grammars, strong versus weak contrastive hypotheses, and on the notion of transitional competence. Research techniques are analyzed.

**FL 498 Internship in Foreign Languages (3-15 credits)**  
Prerequisite: 24 credits in Spanish major, consent of the department; formal application required  
An off-campus experience to expand the cultural and occupational potential of the student using a foreign language in a working environment. A maximum of three credits may be substituted for one course in major with departmental approval. Graded on a satisfactory/unsatisfactory basis.

**FL 499 Directed Study in Foreign Language (1-3 credits)**  
Prerequisite: Consent of the department  
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits.

**FRESHMAN SKILLS (FS)**

**FS 100 Introductory College Skills: Intrusive Advising (1 credit)**  
A specialized learning/advising program for freshmen offered by the Academic Achievement Center conducted in a small group setting. In this process, students are encouraged to explore their learning styles, possible career interests and academic goals in terms of the total college environment in a shared and supportive setting. The credit earned may not be used to satisfy the GER, nor may it be applied toward the minimum number of credits required for graduation in any major. Graded on a pass/fail basis. Either semester

**FS 101 Introductory College Skills: Writing (3 credits)**  
This course will consist of an intensive review of basic communication skills, chiefly those of reading and writing. It does not satisfy the writing GER, nor may the credits be applied toward the minimum credits required for graduation by any major. Graded on a pass/fail basis. Either semester

**FS 102 Introductory College Skills: Mathematics (3 credits)**  
This course is individualized, self-paced and competency-based and covers the fundamental principles of arithmetic, algebra, and geometry including signed numbers, whole numbers, fractions, decimals, percents, exponents, equations, inequalities, rational equations, geometry and problem solving. This course does not satisfy the mathematics GER, nor may the credits be applied toward the minimum credits required for graduation by any major. Graded on a pass/fail basis. Either semester

**GENERAL COUNSELING (GC)**

**GC 500 Research and Evaluation (3 credits)**  
This course is designed to help prepare counseling students as informed practitioners. The purpose of this course is to provide a framework for counselors to evaluate the efficacy of research studies that have implications for the practice of counseling. Students will become familiar with research methods, statistical analysis, needs assessment, and program evaluation as it relates to the counseling profession. Students will be exposed to ethical and legal considerations, diversity and equity as it relates to conducting research in counseling.

**GC 502 Research (3-6 credits)**  
Original research undertaken by the graduate student in counseling in collaboration with a faculty member. For details, consult the Graduate and Continuing Education section of this catalog for information on independent study.

---

**Note:** This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
GC 503 Directed Study (1-6 credits)
Prerequisite: Completion of 15 approved graduate credits and acceptance in the counseling program
Designed for the graduate student who desires to study selected topics in the counseling field or engage in fieldwork in addition to what is required in each program option. For details, consult the Graduate and Continuing Education section of this catalog for information on independent study.

GC 510 The Counseling Function in School, Agency/Community, and Higher Education Settings (3 credits)
This course provides students with an orientation to the field of counseling. Students will be exposed to various employment opportunities and settings in the counseling profession. Central to this course, will be an on-going self-evaluation of the students' attitudes, values, interpersonal skills and motives for choosing counseling as a potential profession. The student will be provided with an overview of the core requirements and competencies necessary to becoming a counselor. Threaded throughout this course and each counseling program option are: competencies in technology, professionalism, and multiculturalism.

GC 528 Counseling and Development (3 credits)
This course will introduce the student to counseling theory and practice in the context of human development, culture, and other contextual factors. Diversity will be broadly defined and include, but not be limited to ethnicity, race, spirituality, gender, SES and sexual orientation. The major counseling theories will be examined with respect to their overall worldview, underlying value systems and related compatibility with mainstream and disenfranchised populations, their perspective on human development and clinical application. Although primary course emphasis will be on counselor self reflection and working with individual clients, secondary focus will be on ecological/system approaches and prevention strategies.

GC 529/PY 516 Multicultural Counseling (3 credits)
Prerequisite: GC 510
This skill-based course will further develop the students' working knowledge and basic competency in multicultural counseling theory and application. To this end, the course will focus on the counselor on both a professional and personal level. Additionally, the course will examine salient and population-specific issues related to the life experiences and worldview of the culturally “different” client and how such experiences impact on the counseling relationship and therapeutic process. Underlying values and assumptions associated with widely used traditional counseling interventions and their appropriateness with disenfranchised populations will be explored. Traditional and nontraditional culturally consonant-counseling approaches will also be discussed.

GC 532 Psychological Assessment (3 credits)
Prerequisites: GC 510, GC 528
This course will examine the basic principles and components of individual and group psychological assessment. The student will be introduced to the most commonly used assessment tools and practices for measuring intelligence, achievement, aptitude, interest, career and personality. Basic concepts of standardized testing and statistical concepts such as measures of central tendency, variability, norm and criterion referenced tests and types of reliability and validity will be explained for each test discussed. Critical issues and procedures such as technology, ethical and multicultural aspects related to the administration, scoring, interpretation and report writing for individual and group tests will be emphasized.

GC 535 Applied Counseling: Adolescent-Adult (3 credits)
Prerequisites: GC 510 and GC 528
Awareness of characteristics and behaviors that influence the helping process will be explored, such as developmental issues, multicultural, ascribed and achieved personality characteristics. Students will develop basic interviewing and counseling skills for the purpose of establishing a therapeutic relationship, diagnosis of client problems and implement appropriate counseling treatment goals within the ethical guidelines.

GC 536 Applied Counseling: Pre-Adolescent (3 credits)
Prerequisites: GC 510 and GC 528 and GC 535
This course is designed to assist the student with learning effective therapeutic techniques for working with young children. The course will examine developmental child psychopathology from a constructivist perspective. Using this model, various approaches to child therapy and collaboration skills will be applied and evaluated. No preferred treatment modality will be espoused; rather, students will be expected to make use of a combination of techniques and integrate various forms of intervention. Moreover, diversity, psychological development, technology, and professionalism will be integrated throughout the course.

GC 538 Group I: Theory and Process of Group Interaction (3 credits)
Prerequisites: GC 510 and GC 528
Group I is an experiential course designed to provide students with the opportunity to co-facilitate, participate, observe, and analyze group process. Emphasis will be placed on the synthesis of leadership, membership and purpose, as well as the evaluation of the appropriateness of various types of groups and counseling applications.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
GC 539 Introduction to Career Counseling (3 credits)
Prerequisite: GC 510, GC 528 and GC 529
This course will review concepts, issues, trends and tools as they relate to career development. It is designed to consider the role of the professional counselor in the career decision-making process embedded within lifestyle and life stage factors. Topics will include, but not be limited to: career development theory, career assessment tools, interest, skills and personality inventories, career resource materials, technology and the implementation of career counseling strategies.

GC 542 Group II: The Facilitation of Group Experience (3 credits)
Prerequisite: GC 538
Group II is an advanced level course that provides students with an opportunity to enhance their group counseling skills and repertoire as well as increase their ability to apply theory to practice. This course uses both experiential and discussion methods of teaching to facilitate learning.

GC 544 Introduction to Reality Therapy (3 credits)
This course is designed to bring about an awareness and an understanding of the philosophy and basic concepts of reality therapy. Modalities of learning will include the following: didactic presentation, role play, lecture and group process.

GC 545 Counseling from an Existential-Humanistic Perspective (3 credits)
An examination of existentialism as applied to the counseling process. This course will review counseling applications as they relate to the following topics: the existential crisis, authenticity, resistance, the role of the counselor, the self, anxiety and choice.

GC 546 Parent and Family Counseling (3 credits)
In this course, students will review theories of family systems and learn counseling interventions. This course uses both experiential and discussion methods of teaching to facilitate learning.

GC 553 Seminar in College Admissions (3 credits)
Prerequisite: GC 510 and GC 528 and GC 529
This course is specifically designed to allow the individual to experience and procure the necessary background to function as a secondary school or college admissions counselor.

GC 560 Special Topics in Counseling (1-3 credits)
Prerequisite: GC 510 and GC 528 and GC 529
Special topics of current relevance in counseling will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. This course may be taken more than once with the consent of the adviser.

GC 561 Death/Dying/Bereavement Counseling (3 credits)
Prerequisite: GC 510 and GC 528 and GC 529
Introduction to the theory and application of grief work principles as they apply to individuals and families. Emphasis will be on grief counseling and will focus primarily on the “bereaved”. The course will stress the importance of the professional counselor self-awareness and impact on the therapeutic process. At the core of all course material will be a respect for the “client’s” cultural contextual, a recognition of the importance of culture and other critical intervening factors on the counseling and grief process, and the maintenance of high ethical standards.

GC 562 Contemporary Psychosocial Issues in Counseling Assessment and Strategies (3 credits)
This course will focus on contemporary issues confronting the professional counselor in educational, agency and community settings. Such cutting edge issues may include, but not be limited to, substance abuse, AIDS/HIV, childhood, adolescent and adult trauma such as sexual and physical abuse, domestic violence and PTSD, teen pregnancy/parenthood and human sexuality. The advanced counseling student will become acquainted with the current research on each area and will be actively encouraged to explore his own feelings about these issues and the predominant populations served. Traditional and nontraditional intervention strategies will also be explored.

GC 563 Psychopharmacology for Nonmedical Professionals (3 credits)
This course examines modern medication treatments for psychological disorders, including schizophrenia, mania, depression and anxiety. Additionally, problems such as ADHD/ADD, steroids, alcohol and cigarette dependency, street drugs and inhalants will be examined. Types of medications reviewed are the following: antipsychotics, antidepressants, anti-anxiety, sedative-hypnotics, over the counter, and herbal alternatives and are discussed in conjunction with diagnostic factors, effectiveness, side effects, risk, and biological actions.

GC 565 Cognitive Development (3 credits)
Prerequisite: GC 510 and GC 528 and GC 529
This course will review the development of the cognitive processes, including perception, language, intelligence and memory. Throughout the life cycle the major focus will be on the growth of basic systems and strategies for representing information symbolically. Major cognitive theories will be examined and applied to client assessment and intervention.

GC 566 Childhood Psychopathology (3 credits)
Prerequisite: GC 510 and GC 528 and GC 529
This advanced level course will examine, from a developmental viewpoint, the nature, etiology, consequences and prevention of the major psychological disorders of children.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
Current diagnostic tools including the current Diagnostic and Statistical Manual will be covered. Topics include psychological problems of children ranging from normal adjustment difficulties to serious psychological factors responsible for behavior.

GC 567 Marital and Family Therapy (3 credits)
Prerequisite: GC 510 and GC 528 and GC 529
This course is an examination of schools of family systems and treatment intervention options. Attention will be given to the history and development of marital family therapy, current schools of therapy, intervention strategies, and the role of the counselor in marital and family work. Professional standards for marital and family therapy will be reviewed.

GC 569 Internship: School Guidance Counselor (PreK-8) (9 credits)
Prerequisite: Completion of all core courses and fieldwork application approved by the Counseling Programs Committee
This fieldwork experience is for students who are employed in the role of a PreK-8 School Guidance Counselor. An internship includes a minimum of 450 clock hours at the practicum site. Students must submit an application by April for the fall semester internship or by November for the spring semester internship. This course fulfills the revised Department of Education internship requirements for school guidance counselor certification effective October 1994.

GC 570 Internship: School Guidance Counselor (5-12) (9 credits)
Prerequisite: Completion of SC 580 and a fieldwork application approved by the Counseling Programs Committee
This fieldwork experience is for students employed in the role of a 5-12 School Guidance Counselor. An internship includes a minimum of 450 clock hours at the practicum site. Students must submit an internship application by the first week of April for the fall semester internship or by November for the spring semester internship. This course fulfills the revised Department of Education internship requirements for school guidance counselor certification effective October 1994.

GC 571 Practicum: School Guidance Counselor (PreK-8) (9 credits)
Prerequisite: Successful completion of SC 570 and a fieldwork application approved by the Counseling Programs Committee
This fieldwork experience is completed in the role of School Guidance Counselor at a PreK-8 educational site approved by the Counseling Programs Committee. This fieldwork experience includes a minimum of 450 clock hours at the fieldwork site. The student must have successfully completed pre-practica hours prior to beginning this fieldwork experience. Students must submit an application by the first week in April for the fall semester practicum and November for the spring semester. This course fulfills the Department of Education practicum requirements for school guidance counselor certification effective October 1994.

GC 572 Practicum: School Guidance Counselor (5-12) (9 credits)
Prerequisite: Successful completion of and a fieldwork application approved by the Counseling Programs Committee
This fieldwork experience is completed in the role of School Guidance Counselor at a 5-12 educational site approved by the Counseling Programs Committee. This fieldwork experience includes a minimum of 450 clock hours at the fieldwork site. The student must have successfully completed pre-practica hours prior to beginning this fieldwork experience. Students must submit an application by the first week in April for the fall semester practicum and November for the spring semester. This course fulfills the Department of Education practicum requirements for school guidance counselor certification effective October 1994.

GC 582 Principles and Methods of Community Counseling and Consultation (3 credits)
Prerequisite: GC 510 and GC 528 and GC 529
This course will explore the wide variety of factors in society and the community that effect the well-being of the client in school, agency/community, and higher education settings. Emphasis will be on addressing human problems through community counseling and consultation within a framework of multiculturalism, professional standards and equity, and using technology to enhance the development and delivery of community counseling interventions. Topics include: consultation, referral, program development, intervention strategies, outreach, general systems theory, community counseling, person/environment “fit” and action/evaluation research.

GC 592 Internship in Higher Education (9 credits)
This fieldwork experience is for advanced counseling students seeking employment in higher education settings. Students must complete a minimum of 450 fieldwork hours at a site approved by the Counseling Programs Committee. Students must submit an internship application in April for the fall semester and in November for the spring semester.

GC 610 Counselor Supervision: Principles and Practice (3 credits)
This advanced level course will provide the student with an overview of the varied principles and practices of counselor supervision. Supervision is examined from an administrative and clinical paradigm. Furthermore, topics related to supervision such as diversity, gender, personal/professional development, counseling theory, and ethics will be covered. Central to the course will be the development of the skills and knowledge requisite to becoming an effective supervisor in the counseling profession. An on-going self-evaluation of supervisor’s attitudes, values, skills, personality, and roles as a supervisor will be examined.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
GC 660 Special Topics in Counseling (1-3 credits)
Special topics of current relevance in counseling will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. This course may be taken more than once with the consent of the adviser.

Other Approved Courses:
GC 522 Measurement of Intelligence: Stanford–Binet
GC 524 Measurement of Intelligence: Wechsler Scales
GC 525 Measurement of Intelligence: Woodcock-Johnson
GC 526 Projective Assessment Techniques I
GC 527 Projective Assessment Techniques II

GEOGRAPHY (PHYSICAL) (GE)

GE 100 Physical Geography (3 credits)
This course is an introduction to physical geography phenomena (landforms, climate, oceans, soils) in which human-land relationships are central. The focus is on understanding the processes at work in the environment and on their interrelationships. Two hours of lecture and one two-hour laboratory period weekly. Satisfies the GER in Physical and Biological Sciences. Either semester. Cannot be taken if GE 120 is taken for credit

GE 120 The Physical World (3 credits)
This course studies the formation and distribution of landforms, climates, soils and vegetation. Emphasis is placed on the interrelationships among these components of the environment and their significance to life on earth. Satisfies the GER in Physical and Biological Sciences (non-lab course). Either semester. Cannot be taken if GE 100 is taken for credit.

GE 196 Environmental Geography (3 credits)
The spatial aspects of the interaction between humans and their physical environment are examined through the analysis of selected problems from resource capacity to pollution. The perceptions of environmental hazards of human settlements are examined to illuminate environmental decision-making. Satisfies the GER in Physical and Biological Sciences (non-lab course). Either semester

GE 203 Meteorology (3 credits)
Prerequisite: GE 100 or GE 120 and consent of the instructor
Study of the basic atmospheric processes that result in weather, regional weather systems. Basic instrumentation and practice in observing, data presentation and interpretation of weather maps. Two hours of lecture and one two-hour laboratory period weekly. Fall semester

GE 204 Climatology (3 credits)
Prerequisite: GE 100 or GE 120 or consent of the instructor
Study of the elements and controls of climate emphasizing their effect on man and the environment, and man's response to and modification of climate. The world distribution of climatic regions. Instrumentation and practice in observing, data presentation and analysis. Spring semester

GE 216 Cartography (3 credits)
Prerequisite: GE 100 or GE 120 or ES 100 or consent of the instructor
Theory and practice in the design and drafting of maps, graphs and charts for the graphic presentation of geographical and statistical information. One hour of lecture and four one-hour laboratory periods weekly. Additional laboratory time may be required. Spring semester

GE 307 Management and Preservation of the Natural Environment (3 credits)
Prerequisite: Junior standing and consent of the instructor
This course is devoted to a detailed examination of the occurrence, exploitation and conservation of natural resources, including minerals, soils, water, forest, grassland, fisheries, wildlife, recreation areas and scenery. Emphasis is placed on conservation in the United States. Fall semester

GE 317 Air Photo Interpretation — Remote Sensing (3 credits)
Prerequisite: GE 100 or GE 120 or ES 100
Theory and practice in extracting information about the earth's physical and cultural features from aerial photographs. Acquaint students with the detection, identification, and analysis of the earth's features through remote sensing. The application of computerized digital image processing to satellite environmental data. Fall semester

GE 318 Computer Cartography (3 credits)
Prerequisite: GE 216
This course is concerned with the theory and application of computer processing as related to cartographic design and production. It will emphasize the use of large mainframe computers and peripheral devices (i.e. line printer, pen plotter, digitizer and graphics terminal) in the production of maps and other graphic output. No knowledge of computer programming is required for the course. Fall semester

GE 354 Field Methods in Urban Geography (3 credits)
Prerequisite: GS 353
A geography analysis of local urban areas and their problems, and the application of concepts learned in GS 353. Hours arranged.

GE 361 Geography of Environmental Problems (3 credits)
Prerequisite: ES 100, GE 100 or GE 120
Environmental problems are considered in this course from the geographer's point of view — problems such as population density and distribution; balanced land use and its philosophic, aesthetic and scientific basis; the circulation of goods and people; and a comparison of levels of development. Spring semester

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
GE 402 Online Weather Studies (3 credits)
In this meteorology course, which is designed and serviced by the American Meteorological Society (AMS), students will access and work with current weather maps delivered via the Internet, and will coordinate these maps with learning activities keyed to the day’s weather. This study of the atmosphere includes weather systems from local to global scales, severe weather, and current weather applications. The course meets three times per semester for evaluation. All other activities are executed solely on the Internet, with the faculty mentor guiding the student in understanding the basic principles of meteorology, and analyzing real-time weather data. *Spring semester*

GE 419 Geographic Information Systems (3 credits)
*Prerequisite: At least junior standing, open to all majors or consent of the instructor*
This course explores the use of computers in handling geographic information. Students will learn the conceptual modeling methods and principles necessary for the design and assessment of geographic information systems. Application of several geo-processing tools to accomplish the horizontal and vertical integration of spatial data are considered. Vector, raster, and relational data structures are examined. No knowledge of computer programming is required for this course. Two hours of lecture and three one-hour laboratory periods weekly. Additional laboratory and field time may be required. *Spring semester*

GE 474 Quantitative Geography (3 credits)
*Prerequisite: MA 110 or consent of the instructor*
The use of statistical techniques, and computer and model building methodology to analyze various spatial phenomena. *Fall semester*

GE/GS 498 Internship in Geography or Planning (3-6 credits)
*Prerequisite: Consent of the department; formal application required*
Student internships in local planning department or agency. The purpose of this internship is to provide a student with experience in various aspects of his planning interest. *Either semester*

Other Approved Courses
GE 417 Satellite Image Processing Applications to the Environment
GE 500 Planning and Urban Environment
GE 502 Research
GE 503 Directed Study
GE 520 Improving the Teaching of Earth Sciences, Geography, and Energy I
GE 521 Improving the Teaching of Earth Sciences, Geography, and Energy II

GRADUATE PROGRAM PLANNING (GP)

GP 501 Graduate Program Planning (1 credit)
The planning and development of a coherent program of graduate study appropriate to the student’s academic and professional background and objectives. Graduate students who have been accepted into a master's degree or CAGS program should enroll under the direction of their adviser(s) immediately after acceptance by the Graduate School and prior to enrolling in any additional courses. Graded on a pass/fail basis.

GEOGRAPHY AS A SOCIAL SCIENCE (GS)

GS 110 Human Geography (3 credits)
An inquiry into the theoretical and empirical approaches to the study of human spatial analysis is presented. The major topics covered include population, race, language, religion, politics, urbanization and economics. Satisfies the GER in Social Sciences. *Each semester*

GS 160 Geography of Non-Western Cultures (3 credits)
This course in human geography introduces the geographical study of the current cultural and social systems in the non-western world (in Africa, Asia and Latin America). Emphasis is placed on the diversity of cultural frameworks and their strategies for dealing with problems. Satisfies the GER in Non-Western Civilization. *Fall semester*

GS 170 Regional Geography: The Developed World (3 credits)
The study of regional geography of the developed world (including Anglo-America, Europe and the Soviet Union, Australia and Japan) investigates how humans have used the resources available to them to obtain a high standard of living in different physical and cultural milieux. This high standard of living is reflected in land use patterns that are similar in their broad outlines but different in detail. Satisfies the GER in Social Sciences. *Spring semester*

GS 320 Geography Materials and Methods (3 credits)
*Prerequisite: Any GS or GE course*
This course is focused on the maps, globes, and other geographic learning material that are used in developing and extending geographic knowledge and insight. Current techniques and alternative frameworks in the field of geographic education are emphasized. The course details an examination of the strategies, texts, materials and media that can be used to enhance the teaching and learning of geography within our schools. It closely integrates geographic content and teaching methods so that a truly
geographic view of the world can be developed in the classroom. Offered alternate years, Spring semester

GS 353 Urban Geography (3 credits)
Prerequisite: Any GS course or consent of the instructor
The geographic aspects of the city including location, function, land use patterns and interaction. Fieldwork focuses on current problems facing urban life. Fall semester

GS 358 Geography of Latin America (3 credits)
Prerequisite: GE 100 or GE 120 or GS 110
Physical and cultural patterns of selected countries of South America. Emphasis on current economic and political problems.

GS 362 Economic Geography (3 credits)
Prerequisite: Any GS or EC course or consent of the instructor
The geographical analysis of the distribution of economic activities such as production, exchange and consumption is presented in this course. Here we examine the principles underlying spatial variations in land use and economic development at the local, national and international levels. Fall semester

GS 363 Locational Analysis (3 credits)
Prerequisite: EC 101 or GS 362 or consent of the instructor
The spatial approach is utilized to analyze retail, industrial, and public utility location. Topics covered include demographic analysis, retail structure, location factors, and economic development.

GS 380 Geography of Russia/C.I.S. (3 credits)
Prerequisite: Any 100 level GE or GS course
The geography of environment, resources and population is studied in relation to history and the present economic and social system of the Russia/C.I.S. Offered alternate years, Fall semester

GS 384 Geography of Asia (3 credits)
Prerequisite: Any 100 level GE or GS course
The physical and cultural patterns of selected countries of Asia. Offered once in three years

GS 386 Geography of Canada (3 credits)
Prerequisite: GE 100 or GE 120 or consent of the instructor
The geography of environment, resources and population is examined in relation to history, economic, and regional land patterns of Canada. Offered alternate years, Spring semester

GS 388 Geography of Africa (3 credits)
Prerequisite: Any 100 level GE or GS course
The physical and cultural features of the African continent with special reference to the emerged political and regional patterns. Spring semester

GS 420 Principles of Urban and Regional Planning (3 credits)
Prerequisite: GS 353 or consent of the instructor
An introduction to the process of planning which deals with the interrelationships of resources, facilities, activities, and people over time and space. Offered alternate years, Spring semester

GS 430 Geography of Transportation (3 credits)
Prerequisite: Any GS course or consent of the instructor
This course will provide a spatial understanding of the role of transportation and interaction. It will provide an analysis of the importance of location relative to economic activities, development of distribution systems, flow analysis, effectiveness of distribution systems and the impact of transport systems on economic development.

GS 473 Political Geography (3 credits)
Prerequisite: Any GS or PO course
The course examines the variation of politically organized areas and their relationships to each other. The focus is on the interaction of geographical factors (distance, location and distribution) and political process. Emphasis is on both state and non-state agents in the political arrangement of space. Fall semester

GS 490 Seminar in Geography (3 credits)
The historical development of methods and techniques used in geographic research. Preparation of a research paper on a problem selected from one of the subdivisions of geography. For senior geography majors. Spring semester

GS/GE 498 Internship in Geography or Planning (3-6 credits)
Prerequisite: Consent of the department; formal application required
Student internship in a local planning department or agency. The purpose of this internship is to provide a student with experience in various aspects of his planning interests. Either semester

GS 499 Directed Study in Geography (1-3 credits)
Prerequisite: Consent of the department; formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. Either semester

Other Approved Courses:
GS 378 Geography of Anglo-America
GS 382 Geography of Europe
GS 503 Directed Study
GS 550 Contemporary Issues in Geography
GS 555 Field Methods in Geographic Inquiry
GS 560 Seminar in Geographic Education
GS 565 Geotechnology
GS 570 Planning and Economic Development
GS 575 Planning and Economic Development
GS 580 Environmental Issues: Problems and Solutions
GS 580 The Regional Method in Geographic Analysis

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
**HIGHER EDUCATION COUNSELING (HC)**

HC 523 Foundations in Higher Education Counseling for Student Affairs Practice (3 credits)
*Prerequisite: HC 551*
This course is designed to provide students with an overview of the student affairs profession, its historical foundations, and its roles and functions. The course will address the college and university settings where the profession is practiced, as well as the skills and competencies needed by practitioners to address student development issues. The course will explore the relationship between academic and student affairs and the importance of applying student development theory to practical applications with college students. Students will be exposed to current issues regarding student affairs in higher education. Topics covered in the course include (but are not limited to): institutional mission, organization and administrative models in higher education, training and supervision of staff, program planning and ethical and legal issues in higher education, fiscal and budget management, and good practice in student affairs.

HC 551 Student Development Theory in Higher Education (3 credits)
*Prerequisite: GC 510 and GC 528 and GC 529*
This course is an introduction to student development theory and related developmental and clinical issues encountered by students in higher education settings. This course will cover: contemporary theories of development, developmental issues, crises of college students. Students will be exposed to the classification system in the current Diagnostic Statistical Manual (DSM). Basic concepts, philosophies and current models, practices and issues in the field will be studied.

HC 570 Advanced Applied Counseling: Higher Education (3 credits)
*Prerequisite: Completion of all core courses and a fieldwork application approved by the Counseling Programs Committee*
This course is designed to provide the advanced counseling student with an opportunity to further examine and effectively apply counseling theory to practice, and demonstrate this ability during the required practicum experience. Students will actively work with clients in the role of counselor under the direct supervision of a professional counselor at an approved site. Emphasis will be placed upon the application of counseling techniques to the adolescent/adult population and the further refinement of a student's individual counseling style and self-awareness. Maximum use of audio/video tape, role-play and observation will be made. Moreover, overarching issues such as multiculturalism, psychological development, technology and context will be integrated throughout this course.

**HEALTH (HE)**

HE 571 Internship I: Higher Education Counselor (6 credits)
*Prerequisite: HC 570 and a fieldwork application approved by the Counseling Programs Committee*
This first level fieldwork experience is for advanced counseling students seeking employment in higher education settings. Students must complete a minimum of 300 fieldwork hours at an approved Higher Education fieldwork site. *Fall and spring semester and summer sessions*

HE 572 Internship II: Higher Education Counselor (6 credits)
*Prerequisite: HC 571 and a fieldwork application approved by the Counseling Programs Committee*
This second level fieldwork experience is for advanced counseling students seeking employment in higher education settings. Students must complete a minimum of 300 fieldwork hours at an approved Higher Education fieldwork site. *Fall and spring semester and summer sessions*

**Note:** This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. Open to All-College Honors students and to others at the discretion of the instructor. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. *HE 286 Fall semester, HE 287 Spring semester*

**HE 300 Current Issues in Health (3 credits)**
Designed to acquaint the students with current health issues and trends related to the school and community. *Spring semester*

**HE 302 American Red Cross Standard First Aid (1 credit)**
The purpose of the American Red Cross Standard First Aid course is to train students to help people in emergencies. This course teaches the standard first aid skills a person needs to act as the first link in the emergency medical service system.

**HE 401 Human Sexuality (3 credits†)**
This course deals with issues of sexual response, including dysfunction and reproduction. Also included are discussions of sexual styles and expressions as they impact upon the biosocial and political climate of the times. Topics of in-depth analysis may focus upon IVF issues, fertility control and sexually transmitted diseases.

**HE 405 Drugs in Society (3 credits†)**
Study of the impact of the environmental and cultural values affecting the drug using population. Views on subculture and alternative life styles and the forces that shape them. Understanding trends of modern treatment facilities and rehabilitation procedures. Emphasis on alternatives to drug use.

**HE 407 Stress Management (3 credits†)**
This course is designed to provide students with an overview of the phenomenon of stress, and its relationship to specific illness, diseases and dysfunctions. The course also provides students with opportunities to practice, apply and demonstrate stress intervention and management techniques.

**HE 420 Women's Health Issues (3 credits)**
This course is designed to provide students with an overview of contemporary women's health topics. Students will explore the various dimensions of women's health—examining the contributing social, cultural, epidemiological, psychological, political and economic influences.

**HE 430 Principles and Practices of Epidemiology (3 credits†)**
*Prerequisite: Junior standing or consent of the instructor*
This course is designed to acquaint students with the principles, methods, and approaches to the study of patterns of disease and the health conditions, which might influence disease in human populations. It also includes factors that influence occurrence and the applications of epidemiological methods for prevention and control. *Fall semester*

**HE 450 Health Promotion Strategies (3 credits†)**
Current strategies and techniques for transmitting information will be analyzed. Students will develop and evaluate strategies and techniques for promoting health information and wellness behaviors in a variety of settings. *Spring semester*

**HE 451 Health Promotion Strategies (3 credits†)**
*Prerequisite: HE 200*
This class is designed to give students the tools and skills they need to create conduct, and evaluate health education programs in the various settings for health education. Assessing needs, formulating objectives, session/lesson planning, evaluation purposes, methods and designs will be covered.

**HE 471 Nutrition (3 credits)**
This course deals with the relationships between diet and disease prevention, cultural eating patterns, dysfunctional eating behaviors and issues relating to nutrition through the life span, as well as concerns related to food safety and the impact of technology.

**HE 477 Environmental and Consumer Health (3 credits†)**
This course will utilize an ecological systems approach to examine current environmental and consumer concerns that affect health. Students will explore the impact of the environment on human health as well as the impact that humans have on the health of the environment. Students will also be provided with the information and skills that will enable them to make healthful and environmentally sound decisions regarding consumer health products, practices and services.

**HE 482 Health Education in the Elementary Schools (3 credits†)**
*Prerequisite: Admission to the Professional Education Program*
Study of the identification and appraisal of physical, emotional and social health problems of elementary school children. Focus on teachers' approaches toward health education and the creation of an emotionally, socially and intellectually healthy classroom environment.

**HE 483 Nutrition and Cardiovascular Health (3 credits†)**
*Prerequisite: One course in nutrition or a science-based course that includes topics of nutrition*
This course will deal with the selection of nutritional foods throughout the life cycle with specific emphasis on how cardiovascular health may be maintained and/or improved by proper nutritional practices.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
HE 484 Death and Dying Education (3 credits†)
A study of the health issues (physical, emotional and social) related to terminal illness and death.

HE 485 Medical and Scientific Aspects of Human Sexuality (3 credits†)
Prerequisite: HE 401 or consent of the instructor
The purpose of this course is to update the advanced sexuality student on medical research as it relates to human sexuality. Course content may consider such issues as fertility medications, sexual dysfunction, as well as research on variations in sexual styles. Alternate years

HE 491 Field Based Pre-Practicum in Health (2 credits)
Prerequisite: Admission to the Professional Education Program
This course is designed to provide the student with an introduction to teaching health education in an off-campus setting.

HE 492 Practicum in Student Teaching—Health (12 credits)
Prerequisite: Acceptance and good standing in teacher preparation program and satisfactorily completed department teacher preparation program courses and admission to the Professional Education Program
Full-time teaching for one semester with supervision provided by members of the department.

HE 495 Practicum in Student Teaching—Elementary Health (Health/Family and Consumer Science) (6 credits)
Prerequisite: HE 491 and acceptance into student teaching
This course is designed to provide the student with faculty supervised student teaching experience in health education with grades K-6. This practicum is full-time for one quarter (8 weeks). Students will be evaluated using standards and guidelines set by AAHE, the Massachusetts Department of Education and the Massachusetts Comprehensive Health Curriculum Framework.

HE 496 Practicum in Student Teaching—Secondary Health (Health/Family and Consumer Science) (6 credits)
Prerequisite: HE 491 and acceptance into student teaching
This course is designed to provide the student with faculty supervised student teaching experience in health education with grades 7-12. This practicum is full-time for one quarter (8 weeks). Students will be evaluated using standards and guidelines set by AAHE, the Massachusetts Department of Education and the Massachusetts Comprehensive Health Curriculum Framework.

† May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.

HE 498 Field Experience in Health (3-15 credits)
Prerequisite: Consent of the department; formal application required
A field experience offers qualified students the opportunity to gain practical off-campus experience in health. Placements are made in both public and private agencies and are designed to complement a student's concentration or minor in health.

HE 499 Directed Study in Health (1-3 credits)
Prerequisite: Consent of the department, formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits.

HE 501 Health Promotion Project (3 credits)
Individual health promotion project is planned, implemented and evaluated under the direct supervision of a faculty mentor.

HE 502 Research (credit to be arranged)
Original research undertaken by the graduate student in his field. For details, consult the paragraph entitled "Independent Study" in the Graduate and Continuing Education section of this catalog. This course may be repeated.

HE 503 Directed Study (credit to be arranged)
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Independent Study" in the Graduate and Continuing Education section of this catalog. This course may be repeated.

HE 504 Seminar in Health Promotion Theory and Literature (3 credits)
This course is designed to orient the graduate student to the process of a formal literature review and the subsequent theory that ensues. The student will be required to complete a comprehensive literature review and deliver a formal seminar report.

HE 508 Health Crisis Intervention (3 credits)
Prerequisite: Six credits in health
Dealing with mental, emotional and social health problems of the individual, the family and society. Exploration of suicide education, death education and psychosomatic illness. Investigation and practice of techniques of aiding the potential suicide; the tripping drug user; the chronic alcoholic; the obese, neurotic, and promiscuous; geriatric problems; and health care availability. Course will consider agency roles in these areas. Offered alternate years

HE 510 Advanced Nutrition Concepts (3 credits)
Prerequisite: HE 471 or a nutrition course
An advanced course in nutrition with emphasis on current nutritional concepts and a critical analysis of major nutritional issues.
HE 511 Research and Evaluation Methods in Health Promotion (3 credits)
This course will develop competencies needed to both produce and consume research in health promotion and allied areas. Via the development of a research proposal, students will gain an understanding of such research techniques as problem formulation, literature review, sampling, hypothesis construction, research design, instrumentation and data analysis. Fall semester

HE 516 Family Life and Sex Education (3 credits)
Prerequisite: At least one course in human sexuality and consent of the instructor
Curriculum development and implementation strategies for comprehensive school-community based sexuality education. The course deals with a variety of sexuality issues including STDs, fertility and contemporary social issues of sexism and aggression. Offered alternate years

HE 518 Quantitative Methods in Health Promotion and Epidemiology (3 credits)
This is an introductory course in quantitative methods in epidemiology and health promotion. The course includes inferential and descriptive techniques as well as life table construction and epidemiological rates, ratios and proportions.

HE 519 Scientific and Philosophical Foundations of Health Promotion (3 credits)
The focus of this course is on surveying and providing the historical/philosophical foundations of health promotion and provide a scientific basis for the development of health promotion programs.

HE 520 Designing and Administering Health Promotion Programs (3 credits)
Analysis and skill development in administration of health promotion programs in a variety of settings with emphasis on administrative issues, staff development and consultation.

HE 535 Comprehensive Elementary School Health Program (1.5 credits)
Aspects of the comprehensive health program related to the role of the K-6 classroom teacher will be examined. Spring semester

HE 581 Special Topics in Health Education (1-3 credits)
Special topics in health education are presented with special emphasis on application in the field. Topics are given in modules of 1-3 credits each. This course may be repeated for different topics.

HE 594 Educational Approaches to Changing Drug Use Behavior (3 credits)
Prerequisite: At least one course pertaining to drugs and consent of the instructor
The focus of this course is drug abuse problems in youthful populations. The importance of teachers developing their own self-awareness and using early intervention strategies is emphasized. Teachers at the elementary and secondary levels will experience a variety of methodologies intended to equip them with strategies for changing student behaviors in respect to present or intended drug use. All course participants will develop skills in assessing student needs, planning and implementing drug education programs and evaluating their effectiveness in changing attitudes, beliefs, values and behaviors related to drug use. Offered alternate years

HE 595 Internship in Health Promotion (1-6 credits)
Prerequisite: 15 graduate credits must be completed or consent of the instructor
An internship offers qualified students the opportunity to gain practical experience within their major area of interest. Placements are designed to complement a student's program focus.

Other Approved Courses:
HE/SW 403 Interdisciplinary Approaches to the Delivery of Health Services
HE 455 Promoting Health in the Workplace
HE 474 Community Health
HE 481 Selected Health Issues

HISTORY (HI)

HI 111 Western Civilization to the Reformation (3 credits)
The course surveys the major developments from the genesis of Western civilization to the establishment of absolute monarchy. These developments include the Near Eastern, the Graeco-Roman, and the Judeo-Christian traditions of our civilization. Satisfies the GER in History. Either semester

HI 112 Western Civilization since the Reformation (3 credits)
The course surveys the major developments in Western civilization from the establishment of absolute monarchy to the present. These developments include the evolution of political, economic, social and intellectual aspects of the modern world. Satisfies the GER in History. Either semester

HI 121 The Ancient World (3 credits)
This course presents a global view of ancient history with emphasis on Western civilization. It covers prehistoric humans and the various ancient civilizations to the decline of the Roman Empire in the West. Satisfies the GER in History. Either semester

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
HI 131 World History to 1500 (3 credits)
This course will survey major issues in the politics, society, culture and economy of human societies around the world, from human evolution to 1500. Satisfies the GER in History.

HI 132 World History since 1500 (3 credits)
This course will survey major issues, events and processes in the politics, society and economy across societies from the world’s major regions, from 1500 to present. Satisfies the GER in History.

HI 135-136 Freshman Honors Colloquium
(1 credit each semester)
Prerequisite: Consent of the instructor
Freshman Honors Colloquia in History allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. Open to All-College Honors students and to others at the discretion of the instructor. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. HI 135 Fall semester, HI 136 Spring semester

HI 151 Asian Civilization (3 credits)
An introductory survey of the major Asian civilizations including those of China, Japan, and India. This course presents a historical view of Asian traditions and their modern transformation in the context of East-West interactions. Satisfies GER in Non-Western Civilization.

HI 221 United States History and Constitutions to 1865 (3 credits)
This course examines the development of the nation from the age of exploration to the end of the Civil War. It emphasizes the economic, political, intellectual and social maturing of the United States. Satisfies the GER in History. Either semester

HI 222 United States History and Constitutions since 1865 (3 credits)
This course continues the study begun in HI 221 down to the present. It emphasizes the growth of America as an industrial and world power and the increasing role of government in American life. Satisfies the GER in History. Either semester

HI 286-287 Sophomore Honors Colloquium
(1 credit each semester)
Prerequisite: Consent of the instructor
Sophomore Honors Colloquia in History allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. Open to All-College Honors students and to others at the discretion of the instructor. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. HI 286 Fall semester, HI 287 Spring semester

300 and 400-level courses in history are designed primarily for juniors and seniors. As a minimum preparation, those taking upper-level courses in European, Asian, African, and Latin American history must have completed 3 credits in either Western Civilization or World History. Those taking upper-level courses in U.S. or Canadian history must have completed either HI 221 or HI 222. Exceptions to these requirements must be approved by the department.

HI 338-339 Honors Tutorial (3 credits each semester)
Prerequisite: Consent of the department
Special topics in history. Open to All-College and departmental honors students. Three hourly meetings weekly. HI 338 Fall semester, HI 339 Spring semester

HI 365 American Economic History (3 credits)
Overview from colonial era to present, addressing the role of innovation, technology and the law as well as changes in economic organization and labor relations, focusing on the industrial revolution and post-industrial America.

HI 391 Historiography (3 credits)
Prerequisite: Consent of the department chairperson and the instructor
Writings of major historians, evaluation through professional journals and book reviews. Enrollment limited to fifteen. Students are expected to elect HI 393.

HI 392 History Seminar (3 credits)
Prerequisite: Consent of the department chairperson and the instructor
A research paper is required. The number of students in each seminar is limited. This course may be repeated.

HI 393 Study and Writing of History (3 credits)
Prerequisite: Consent of the instructor
The techniques of historical research and preparation of papers requiring such techniques, analysis and evaluation of source materials.

HI 400 The Ancient World: Near East (3 credits†)
Prerequisite: HI 111, HI 121, or HI 131
From prehistoric times through the Persian Empire.

†May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
HI 403 Ancient Greece and the Hellenistic Age (3 credits†)
Prerequisite: HI 111, HI 121, or HI 131
An historical survey of Ancient Greece and a comprehensive study of the cultural contributions of the Greeks to western civilization.

HI 404 The Ancient World: Rome (3 credits†)
Prerequisite: HI 111, HI 121, or HI 131
From its beginnings to the barbarian invasions.

HI 406 Rise of Early Christianity (3 credits†)
Prerequisite: HI 111, HI 121, or HI 131
This course traces the development of Christian beginnings from the birth of Christ to the Council of Nicaea in A.D. 325. It intends to examine the cultural, social, intellectual, political and religious climate in the Roman Empire out of which Christianity sprang, the problems the early Christians encountered, and the Christian reaction to these problems.

HI 407 Mystery Religions (3 credits†)
The course will examine the survival of Greek religion in the empire of Alexander the Great and his successors, and the interaction of the Greek religion with the religions of the Ancient Near East under the new conditions and circumstances created by Alexander’s conquests.

HI/AN 409 Mesoamerican Societies and Cultures (3 credits†)
This course examines some of the major societies and culture areas in Mesoamerica (Mexico and Central America) from ten thousand years ago through the early conquest period (the 16th century). Cultures to be examined include the Olmec, Teotihuacan, Toltec, Aztec and Maya. Issues of daily life, family, gender roles, religion, trade, warfare, politics culture, and reactions to conquest will be considered.

HI 415 Europe in the Middle Ages (3 credits†)
From the fall of Rome to the Renaissance. Offered once in three years.

HI 418 Renaissance Europe (3 credits†)
Prerequisite: One of the following: HI 111, HI 112, HI 131 or HI 132
This course will begin with an examination of the implications of the commercial revolution in Western Europe and with the rise of the Italian communes and then explore the demographic, social, political, military, cultural, and economic history of western and central Europe during the Renaissance.

HI 419 The Reformation and Wars of Religion (3 credits)
Prerequisite: One of the following: HI 111, HI 112, HI 131 or HI 132
This course will examine the causes, conditions, and results including domestic and international warfare of the Protestant Reformation and Catholic Reform movement in Europe and its colonies to ca. 1648.

HI 420 Early Modern Europe: Society and Culture (3 credits)
Prerequisite: One of the following: HI 111, HI 112, HI 131 or HI 132
This course will explore the history of European social and economic life, thought, and culture of elites and common folk from the 16th through the 18th centuries.

HI 421 European Women’s History: Medieval Renaissance and Reformation (3 credits)
Prerequisite: HI 111 or HI 121 or consent of the instructor
An examination of the prescriptive notions of “woman” as well as the varieties of actual historical experiences of women in western European society from the early Middle Ages through the Renaissance and Reformation periods (ca. 500-1650) Offered alternate years

HI 422 Slavery and Race in the Atlantic World (3 credits)
The course examines comparatively some of the major issues of slavery and race relations across societies in Latin America, the Caribbean and West Africa between the fifteenth and twentieth centuries.

HI 423 Portuguese Seaborne Empire (3 credits†)
This course examines the rise, expansion, decline and legacy of the Portuguese Empire in Africa, Asia and the Americas between the fifteenth and twentieth centuries.

HI 425 British History since 1603 (3 credits†)
England and its empire to 1815 with stress on parallel developments in American history, including economic and social factors.

HI 426 British Empire and Commonwealth since 1815 (3 credits†)
Political development to the present with emphasis on the rise and fall of the second empire.

HI 429 The French Revolution and the Napoleonic Era (3 credits†)
France from the old Regime to the end of the First Empire.

† May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI 430</td>
<td>Nineteenth Century Europe (3 credits†)</td>
<td>From the Napoleonic era to the eve of the First World War. (formerly HI 328)</td>
<td></td>
</tr>
<tr>
<td>HI 431</td>
<td>Twentieth Century Europe (3 credits†)</td>
<td>Particular focus on backgrounds, development, and effects of the two world wars. (formerly HI 329)</td>
<td></td>
</tr>
<tr>
<td>HI 432</td>
<td>Intellectual History of Modern Europe (3 credits†)</td>
<td>From the Renaissance to the present. Offered once in three years</td>
<td></td>
</tr>
<tr>
<td>HI 433</td>
<td>Modern European Imperialism (3 credits†)</td>
<td>Africa and Asia considered as contrasting phases of European expansion in the 19th and 20th centuries.</td>
<td></td>
</tr>
<tr>
<td>HI 434</td>
<td>Modern Russia to 1917 (3 credits†)</td>
<td>Political, social, and economic factors in the history of Russia from the end of the 15th century to the Revolution.</td>
<td></td>
</tr>
<tr>
<td>HI 435</td>
<td>History of the U.S.S.R. (3 credits†)</td>
<td>The political, social, intellectual, and diplomatic history of the Soviet Union.</td>
<td></td>
</tr>
<tr>
<td>HI 436</td>
<td>History of East-Central Europe since 1918 (3 credits†)</td>
<td>The political, social, economic, cultural and intellectual history of Austria, Hungary, Czechoslovakia and Poland during the interwar period and that of the Socialist Republics (Hungary, Czechoslovakia, Poland, and East Germany) from the Second World War to 1989. Offered once in three years</td>
<td></td>
</tr>
<tr>
<td>HI 437</td>
<td>European National Histories (3 credits†)</td>
<td>Prerequisite: One of the following: HI 111, HI 112, HI 131 or HI 132. This course will treat an individual nation in the context of Modern European History. The country to be studied will be announced in the Course Schedule in advance. The course may focus, for example, on France, Germany, Italy, Poland, Portugal, or Spain. This course may be repeated for different topics.</td>
<td></td>
</tr>
<tr>
<td>HI 439</td>
<td>Topics in Non-United States History (3 credits†)</td>
<td>Varied topics such as the Crusades, Latin American revolutions. This course may be repeated for different topics. Either semester</td>
<td></td>
</tr>
<tr>
<td>HI 440</td>
<td>Topics in United States History (3 credits†)</td>
<td>Varied topics such as the French in New England, History of Boston, American assassinations, the Vietnam War and Abraham Lincoln. This course may be repeated for different topics. Either semester</td>
<td></td>
</tr>
<tr>
<td>HI 441</td>
<td>United States History: The Colonial Period 1607-1763 (3 credits†)</td>
<td>The settlement and growth of the English colonies of America; England's colonial policies; economic and institutional development in the provincial period; the wars with the Indians, and the rivalry with the French in America. Offered alternate years</td>
<td></td>
</tr>
<tr>
<td>HI 442</td>
<td>United States History: The American Revolution 1763-1787 (3 credits†)</td>
<td>Background and causes of the American Revolution; the military, social, political, and diplomatic aspects of the Revolution. The government under the Articles of Confederation and the problems engendered by the attainment of political independence. Offered alternate years</td>
<td></td>
</tr>
<tr>
<td>HI 443</td>
<td>United States History: The Early National Period (3 credits†)</td>
<td>United States History from the establishment of the Republic to the election of Andrew Jackson.</td>
<td></td>
</tr>
<tr>
<td>HI 444</td>
<td>Jacksonian Democracy and the Coming of the Civil War (3 credits†)</td>
<td>The election of Andrew Jackson and the “rise of the common man,” the Whig-Democrat rivalry, the Texas question, Manifest Destiny, the rise of abolitionism, the events leading to the outbreak of the Civil War.</td>
<td></td>
</tr>
<tr>
<td>HI 445</td>
<td>United States History: The Civil War (3 credits†)</td>
<td>Background and causes of the Civil War, the military and naval aspects. Civil War music, art, and literature; diplomacy of the Civil War; the home front in the war; the plans for reconstruction; and military reconstruction. Fall semester</td>
<td></td>
</tr>
<tr>
<td>HI 446</td>
<td>United States History: 1865-1900 (3 credits†)</td>
<td>The emphasis is on Reconstruction, Populism and Bryan, Gilded Age and Cleveland, Imperialism and McKinley.</td>
<td></td>
</tr>
<tr>
<td>HI 447</td>
<td>The American South (3 credits†)</td>
<td>Sectionalism, its causes and consequences; factors which made the South distinctive; emphasis on race relations, the Civil War and Reconstruction, agrarianism, and industrialization. Spring semester</td>
<td></td>
</tr>
</tbody>
</table>

† May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI 448</td>
<td>United States Foreign Relations to 1900 (3 credits†)</td>
<td></td>
<td>From the American Revolution to 1900. <em>Fall semester</em></td>
</tr>
<tr>
<td>HI 449</td>
<td>United States Foreign Relations since 1900 (3 credits†)</td>
<td></td>
<td>From 1900 to present. <em>Spring semester</em></td>
</tr>
<tr>
<td>HI 450</td>
<td>Social and Intellectual History of the U.S. to 1870 (3 credits†)</td>
<td></td>
<td>Economic, social, and cultural development to the end of the Civil War. <em>Offered alternate years</em></td>
</tr>
<tr>
<td>HI 451</td>
<td>Social and Intellectual History of the United States 1870-1914 (3 credits†)</td>
<td></td>
<td>The economic, social, and cultural development from 1870 to the eve of the First World War, with emphasis on the transformation from an agricultural to an industrial society. <em>Offered alternate years</em></td>
</tr>
<tr>
<td>HI 452</td>
<td>Social and Intellectual History of the U.S. since 1914 (3 credits†)</td>
<td></td>
<td>Economic, social, and cultural developments from 1914, with emphasis on the transformation of American life through such forces as technology, population trends, and the mass-production and mass-consumption economy. <em>Offered alternate years</em></td>
</tr>
<tr>
<td>HI 453</td>
<td>United States History: Progressive Era (3 credits†)</td>
<td></td>
<td>The rise of the Progressive movement in American history to the early 1920s as reflected in politics, government and the social and intellectual life of the era. <em>Offered alternate years</em></td>
</tr>
<tr>
<td>HI 456</td>
<td>World War II (3 credits†)</td>
<td></td>
<td>A study of the global conflict with emphasis on military, diplomatic, and political events. <em>Fall semester</em></td>
</tr>
<tr>
<td>HI 457</td>
<td>America since World War II (3 credits†)</td>
<td>HI 221, HI 222</td>
<td>The political, social, cultural and diplomatic development of America since World War II with emphasis on the Cold War, the Civil Rights Movement, and the debate over Welfare State.</td>
</tr>
<tr>
<td>HI 460</td>
<td>History of American Indians (3 credits†)</td>
<td>HI 221, HI 222</td>
<td>The history of American Indians to the 20th century, emphasizing the role of economics, politics, military conflict with the people and government of the United States.</td>
</tr>
<tr>
<td>HI 461</td>
<td>American Immigration and Ethnicity (3 credits†)</td>
<td></td>
<td>Patterns of migration to the United States with particular emphasis on the 19th and 20th centuries. <em>Fall semester</em></td>
</tr>
<tr>
<td>HI 462</td>
<td>American Labor History (3 credits†)</td>
<td></td>
<td>The pre-industry and industrial periods. Emphasis on reciprocal relations of workers, immigrants, urbanization, and industrialization. <em>Either semester</em></td>
</tr>
<tr>
<td>HI 463</td>
<td>History of the American City (3 credits†)</td>
<td></td>
<td>Political, architectural, economic, social, cultural, and population factors in the growth and development of American cities since colonial times. <em>Offered alternate years</em></td>
</tr>
<tr>
<td>HI 464</td>
<td>New England Textile Communities: Social and Economic History (3 credits†)</td>
<td></td>
<td>Social history emphasizing economic, ethnic, labor, political and religious factors during a period when the New England region achieved ascendancy as the nation's foremost cotton textile area. <em>Offered alternate years</em></td>
</tr>
<tr>
<td>HI 465</td>
<td>African-American History (3 credits†)</td>
<td></td>
<td>From the colonial period through the present.</td>
</tr>
<tr>
<td>HI 466</td>
<td>Women in American History (3 credits†)</td>
<td></td>
<td>A history of American women from the colonial period to the present time. <em>Offered alternate years</em></td>
</tr>
<tr>
<td>HI 467</td>
<td>American Environmental History (3 credits†)</td>
<td></td>
<td>Man's attitude toward, interaction with, and adaptations to the physical environment of the United States.</td>
</tr>
<tr>
<td>HI 468</td>
<td>History of American West (3 credits†)</td>
<td></td>
<td>The Trans-Mississippi west from 1800, taking a multi-cultural approach and emphasizing those cultural, environmental, political and economic aspects which explain its importance and regional distinctiveness.</td>
</tr>
<tr>
<td>HI 469</td>
<td>American Political History (3 credits†)</td>
<td></td>
<td>American history in political perspective: special emphasis on parties, primaries, campaigns, elections; the Presidency; personality in politics; machine politics; political institutions; corruption from U.S. Grant to the present.</td>
</tr>
<tr>
<td>HI 471</td>
<td>Sport in American Life (3 credits†)</td>
<td>HI 221 or HI 222</td>
<td>The rise of sport in American society, stressing its cultural, economic, and social impact since the Civil War. <em>Spring semester</em></td>
</tr>
</tbody>
</table>

* May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI 472 History of Massachusetts (3 credits†)</td>
<td>From the days of the Pilgrims and Puritans to the present. In the modern period, emphasis is on social, economic and constitutional history. Offered once in three years.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HI 475 History of the Middle East, 1700 to the Present (3 credits†)</td>
<td>Prerequisite: HI 132 or HI 112 This course studies Middle Eastern history and culture from 1700 to the present. Topics include the impact of European imperialism, the response of regional (especially Ottoman) reform movements, the rise of Arab nationalism, the Arab-Israeli conflict, and the history of Iran, particularly its two twentieth-century revolutions. The course also seeks to explain the rise of political Islam in light of its historical context.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HI 476 The Arab-Israeli Conflict (3 credits†)</td>
<td></td>
<td>Zionism and Arab nationalism from the 19th century to the present with emphasis on the root causes of the present conflict.</td>
<td></td>
</tr>
<tr>
<td>HI 477 Latin America: The Colonial Period (3 credits†)</td>
<td></td>
<td>Indigenous peoples of the area, exploration and conquest, institutional development of the empire to the revolts against Spain.</td>
<td></td>
</tr>
<tr>
<td>HI 478 Latin America: The National Period (3 credits†)</td>
<td></td>
<td>From the revolutions against Spain to the present.</td>
<td></td>
</tr>
<tr>
<td>HI 480 History of Imperial China (3 credits†)</td>
<td></td>
<td>This course will provide an overview of Chinese civilization and society, with an emphasis on the history of late imperial China from the 11th through the 19th centuries.</td>
<td></td>
</tr>
<tr>
<td>HI 481 China Under Communism (3 credits†)</td>
<td>Prerequisite: One of the following: HI 111, HI 112, HI 121, HI 131, HI 132, HI 151, HI 221, HI 222</td>
<td>The social, political, and economic transformation of China from an agrarian empire to a revolutionary, socialist nation.</td>
<td></td>
</tr>
<tr>
<td>HI 482 History of Modern Japan (3 credits†)</td>
<td></td>
<td>This course will provide an overview of Japan's transformation from a feudal regime to a modern nation, with an emphasis on the period from 1600 to a present.</td>
<td></td>
</tr>
<tr>
<td>HI 483 South Asia: The Modern Period (3 credits†)</td>
<td></td>
<td>Emphasis on colonialism and nationalism in the Indian subcontinent and Vietnam. Fall semester.</td>
<td></td>
</tr>
<tr>
<td>HI 484 War and Revolution in Modern Asia (3 credits†)</td>
<td>Prerequisite: One of the following: HI 111, HI 121, HI 131, HI 132, HI 151, HI 221, HI 222</td>
<td>This course will examine the revolutionary movements and military conflicts in Asia in the 20th century, with an emphasis on China and Japan.</td>
<td></td>
</tr>
<tr>
<td>HI 485 Honors Thesis (3 credits)</td>
<td></td>
<td>This course is open to All-College and Departmental Honors students. One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. Either semester</td>
<td></td>
</tr>
<tr>
<td>HI 487 Canadian History to Confederation (3 credits†)</td>
<td></td>
<td>The land, the native peoples, exploration, patterns of settlement of the French through the Conquest to the development of English institutions.</td>
<td></td>
</tr>
<tr>
<td>HI 488 Canadian History since Confederation (3 credits†)</td>
<td></td>
<td>The evolution of an independent Canada from the time of the Confederation.</td>
<td></td>
</tr>
<tr>
<td>HI 489 History of Canadian-American Relations (3 credits†)</td>
<td></td>
<td>An analysis of the Canadian efforts to remain friendly with the giant to the south while protecting its political, economic and cultural integrity. Offered once in three years</td>
<td></td>
</tr>
<tr>
<td>HI 490 Historical Studies at Oxford (3 credits†)</td>
<td></td>
<td>Study of selected topics in European History. (This is a special program in England at Oxford University during July. Additional fees are required.) Open to juniors and seniors only.</td>
<td></td>
</tr>
<tr>
<td>HI 491 Medicine and Society in the North Atlantic World (3 credits†)</td>
<td>Prerequisite: One of the following: HI 111, HI 112, HI 121, HI 131, HI 132, HI 221, HI 222 or consent of the instructor</td>
<td>This course explores themes in the social history of health, medicine and gender in the English-speaking North Atlantic world, from the beginning of the 18th century to 1920. The course compares how Western societies have conceived of “health” for men and women and examines how the delivery of medical care in these societies changed over time. Specific topics will include changing conceptions of the body, popular healing, and medical professionalization. The course includes both lectures and seminars.</td>
<td></td>
</tr>
</tbody>
</table>

† May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
HI 492 Historical Museum Management (3 credits†)
Critically assesses the role and effectiveness of museums in the public’s awareness of American history. (formerly HI 497)

HI 493 Museum Management: A Practicum (3 credits†)
Prerequisite: HI 221, HI 222
Students will be introduced to all facets of museum work in a small museum environment.

HI 494 Quebec and Canada since 1867 (3 credits†)
Prerequisite: One of the following: HI 111, HI 112, HI 121, HI 131, HI 132, HI 221, HI 222 or consent of the instructor
This course examines the love-hate relationship that emerged between French Canada and English Canada in the years between Confederation and the 1995 referendum on separatism in Quebec. How did francophones and anglophones negotiate coexistence within Canada in these years? What are the main sources of separatist feeling in French Quebec? Themes that will be examined include the economic dominance of English Canada over French Canada, the transformation of Quebecois nationalism, and the importance of language protection to French-Canadian culture.

HI 495 Undergraduate History Colloquium (3 credits)
Prerequisite: Two of the following: HI 111, HI 112, HI 121, HI 131, HI 132; and HI 221 and HI 222
The undergraduate history colloquium is a text and discussion-based, writing-intensive course that focuses on a specific historical topic and relevant historiographical issues, and required development of research skills. This course may be repeated for different topics.

HI 496 Undergraduate History Seminar (3 credits)
Prerequisite: Two of the following: HI 111, HI 112, HI 121, HI 131, HI 132; and HI 221, HI 222 or consent of instructor
The undergraduate history seminar is an intensive course in which students will write a major research paper involving original research. Students will present and critique papers on specific historical topics and relevant historiographical literature. This course does not carry graduate credit.

HI 498 Internship in History (3-6 credits)
Prerequisite: Consent of the department; formal application required
Intended to expose student participants to historical artifacts and primary source materials. Host agencies may include museums and public and private historical organizations. Graded on a satisfactory/unsatisfactory basis. Either semester

HI 499 Directed Study in History (1-3 credits)
Prerequisite: Consent of the department; formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits or with an internship program—combined credit maximum, six. Either semester

HI 501 Seminar in Historical Methodology (3 credits)
Prerequisite: Acceptance in a Master's degree program at Bridgewater State College
The basic methods of historical research and historical writing and the proper use of primary and secondary sources, bibliography, documentation, and annotation.

HI 502 Research (credit to be arranged)
Original research undertaken by the graduate student in his field. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.

HI 503 Directed Study (credit to be arranged)
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.

HI 521 Pilgrim Heritage Seminar (3 credits)
The Pilgrims in their economic, social and religious setting. Admission only with the consent of the instructor.

HI 540 Topical Seminar: U.S. (3 credits)
This course will stress reading and research in a limited field. Topics will vary each time the course is given and will be announced in the Course Schedule. Limited enrollment.

HI 545 Topical Seminar: Canada (3 credits)
This course will stress reading and research in a limited field. Topics will vary each time the course is given and will be announced in the Course Schedule.

HI 550 Topical Seminar: Europe (3 credits)
This course will stress reading and research in a limited field. Topics will vary each time the course is given and will be announced in the Course Schedule. Limited enrollment.

HI 560 Topical Seminar: Latin America (3 credits)
This course will stress reading and research in a limited field. Topics will vary each time the course is given and will be announced in the Course Schedule. Limited enrollment.

HI 570 Topical Seminar: Africa (3 credits)
This course will stress reading and research in a limited field. Topics will vary each time the course is given and will be announced in the Course Schedule. Limited enrollment.

† May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
HI 580 Topical Seminar: Asia (3 credits)
This course will stress reading and research in a limited field. Topics will vary each time the course is given and will be announced in the Course Schedule. Limited enrollment.

Other Approved Courses:
HI 122 World Civilization II: Medieval
HI 123 World Civilization III: Early Modern
HI 364 Topics in Recent American History
HI 366 Constitutional History of the United States
HI 408 Jews and Christians in the Ancient Roman World
HI 428 Louis XIV and the Age of Absolutism
HI 470 Contemporary Affairs
HI 486 Africa since 1800

HIGH SCHOOL EDUCATION (HS) (also see ED)

HS ______ Strategies for Teaching in the High School (3 credits†)
Prerequisite: ED 235, ED 335 and admission to the Professional Education Program
Strategies, including methods, materials and media for teaching particular disciplines are studied. Developing competency and versatility is stressed through simulations and guided teaching in area high schools. A student registers for the course appropriate to his major according to the following schedule:

HS 412 History
HS 414 English
HS 415 Behavioral Sciences
HS 416 Earth Sciences
HS 417 Geography
HS 414 and HS 416-430 Fall semester; HS 412 and HS 415 Spring semester

HS 440 Methods and Materials in Secondary Education (3 credits†)
Prerequisite: ED 235 and admission to the Professional Education Program
Emphasis is on the analysis of teaching in the modern secondary school. Topics will include: the learning process; establishing objectives; classroom organization and management; meeting individual differences; evaluation; correlation between subject matter fields; and recent developments in methodology and subject matter. Offered evenings and summers only

HS 460 Topics in Secondary Education (3 credits)
Prerequisite: Admission to the Professional Education Program
This course is designed for students who desire to study selected topics in this field; it will allow for timely and relevant information to be explored. Topic changes each semester. Either semester

HS/MS 465 Strategies for Teaching Integrated Science in the High School/Middle School (3 credits†)
Prerequisite: ED 210, ED 235 and ED 335 and admission to the Professional Education Program
Strategies, including methods, materials and media for teaching particular science disciplines are studied. Developing competencies and versatility is stressed through simulations and guided teaching in area high schools and middle schools.

HS 490 Student Teaching Practicum—High School (6 or 12 credits†)
Prerequisite: Acceptance into student teaching
Students are assigned appropriate student teaching stations where they work in an approved situation under an experienced supervising teacher. This is a practical experience for one semester in a public school where student teachers are functioning as professional teachers. A college supervisor visits to assist the student teacher. Seminars may be held to exchange experiences. Students are expected to carry a minimum responsible teaching load equal to 50% of the regular teacher's assignment. Full time for one semester. Either semester

HS 491 Internship in High School Education (12 credits†)
Prerequisite: Completion of all HS courses and consent of the department
A minimum of 300 clock hours will be required in a 9-12 grade setting as a high school teacher. Internship must be less than full time but at least one-fifth time employment in the role for which licensure will be sought. Request for this course must be made to the professional education office.

HS 495 High School Practicum (12 credits†)
Prerequisites: MS 200, MS 300, MS 400 and MS 440
Student teaching is the culminating experience in the high school program. Students demonstrate their ability to be an effective teacher in this semester long practicum.

HS 499 Directed Study in High School Education (1-3 credits)
Prerequisite: Consent of the department
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. Either semester

HS 502 Research (credit to be arranged)
Original research undertaken by the graduate student in his or her field. For details, consult the paragraph entitled "Independent Study" in the Graduate and Continuing Education section of this catalog. This course may be repeated.

† May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
HS 503 Directed Study (credit to be arranged)
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.

HS 550 Special Topics in Teaching Science (3 credits)
Prerequisite: Science teaching experience at the pre-baccalaureate level and consent of the instructor
The course will stress topics of general interest in science education such as computers in science education, laboratory safety, field experiences in science and math anxiety. A series of presentations by guest lecturers will emphasize recent developments in methods and materials used in science and their implementation into the junior high science curricula and will discuss career opportunities. Lectures will be followed by small group discussions.

HS 590 Practicum-High School (12 credits)
Prerequisite: Acceptance and good standing in teacher preparation program, HS 412-465 or HS 440
Graduate students are assigned appropriate student teaching stations where they work in an approved situation under an experienced supervising teacher. This is a practical experience for one semester in a public school where student teachers are functioning professional teachers. A college supervisor visits to assist the student teacher. Seminars may be held to exchange experiences. Students are expected to carry a minimum responsible teaching load equal to 50% of the regular teacher’s assignment. Full time for one semester. Either semester.

HS 591 Internship in High School Education
(12 credits)
Prerequisite: Consent of the department
A minimum of 300 clock hours will be required in a 5-12 grade setting as a high school teacher. Internship must be less than full time but at least one-fifth time employment in the role for which licensure will be sought. Request for this course must be made to the department and the student teaching office.

Other Approved Courses:
HS 545 Curriculum Development for the Academically Talented Student in the Secondary School
HS 546 The Internet for Educators

INTERDISCIPLINARY (ID) (see also NS, WS)

ID 101 Freshman Seminar (3 credits)
Prerequisite: Students must be matriculated and must qualify for EN 101
Through a study of the decision-making process in relationship to such pertinent topics as independence and self-actualization, interdependence and community, wellness, cultural diversity and career/life skills, the student will increase his/her potential for academic and personal success. Course work will be structured using a variety of texts from classical literature to current video presentations with an emphasis on class discussion and written analysis. Either semester

ID 200 Introduction to Canadian Studies (3 credits)
An interdisciplinary course, which acts as the initial course for the general student and for those wishing to pursue a track in Canadian Studies. The following areas are included: anthropology, art, economics, education, English, French, geography, government, history, music, religion, sociology and theatre.
Satisfies the GER in Social Sciences. Fall semester

ID 211 History and Literature of Western Civilization I
(3 credits)
Prerequisite: Enrollment in All-College Honors and consent of the instructors
A study of selected historical and literary documents, which shaped and in turn were formed by the civilization of the West. The course will focus on the classical, medieval and early renaissance periods and will be taught by two instructors, one from the Department of History and one from the Department of English. Satisfies the GER in History or Literature.

ID 216 Introduction to Irish-American Studies (3 credits)
This course presents and interdisciplinary overview of the history, culture, and identity of the Irish in America. The following areas are included: art, education, English, government, history, music, religion, sociology, and theatre. Offered alternate years.

ID 220 Introduction to American Studies (3 credits)
Sophomores should enroll in this interdisciplinary course which is the initial course for the minor in American Studies. The course aims to examine from several perspectives one problem or period in the American experience. The topic, to be announced before registration, changes from year to year. Disciplines involved include: English, history, art, philosophy, political science and others.

ID/PE 236 Games and Sport of Arctic People (3 credits)
A historical and philosophical study of the games and sport of traditional Arctic people, including an overview of the cultural attributes that inform the above. Satisfies the GER in Non-Western Civilization.

ID/WS 240 Critical Perspectives in Women’s Studies
(3 credits)
This course introduces students to the historical background and theoretical frameworks of women’s studies. Central to the course is an analysis of the range of feminist scholarship, and the intersections of gender, race, class and sexuality. Students will examine contemporary issues in women’s studies and the implications of feminist thought for society and the individual. Spring semester

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
ID 250 Introduction to Multimedia (3 credits)
Prerequisites: A familiarity with either Windows or the Macintosh system
The components of multimedia, text, graphics, sound, animation and video, will be studied as parts of a cohesive whole, integrated through the computer. Attention will be given to aspects of effective screen design and navigation structures. Various types of multimedia applications will be examined.

ID 270 The Internet and the Web (3 credits)
Prerequisite: A familiarity with either Windows or the Macintosh system
This course will provide an introduction to some of the basic tools needed to navigate the Internet and to retrieve information from Internet sites. Tools covered include e-mail, telnet, ftp, gopher, listserve and the World Wide Web. The course will also include a look at the history of the Internet. In addition, students will learn HTML, the language of the World Wide Web, in order to create effective web pages. Aspects of page design and navigational design will be included.

ID 338-339 Honors Tutorial (3 credits each semester)
Prerequisites: Completion of three Honors Colloquia and attainment of an overall GPA of at least 3.3
Special topics of an interdisciplinary nature. Open to All-College Honors students at the junior and senior levels. Three hourly meetings weekly. ID 338 Fall semester, ID 339 Spring semester

ID/CC/PY 349 Perspectives on the Holocaust
(3 credits)
Prerequisite: PY 100 and CC 130
This course introduces students to the study of the Holocaust. It examines the atmosphere and events that allowed the systematic extermination of 11 million non-combatants, including six million Jews. Multidisciplinary in approach, the course draws principally upon psychology and communication studies. Additionally, a variety of social science perspectives are utilized. Recommended for Juniors and Seniors. Offered once each year.

ID 416 Irish-American Seminar (3 credits)
This course will discuss interdisciplinary topics, which change from year to year, will be developed in a small group, seminar setting. This capstone course is required for the Irish-American Studies minor. Offered alternate years.

ID 420 American Studies Seminar (3 credits)
Interdisciplinary topics, which change from year to year, will be developed in a small group, seminar setting. Juniors and seniors in the program will enroll in this seminar twice, studying two different topics. Total of 6 hours.

ID 427 Ireland in Literature and History, 1798-1922
(3 credits)
Focusing on both Risings, the Famine, Parnell and the background to the Civil War, this course will include primary and secondary sources, with emphasis on works by Maria Edgeworth, William Carleton, Thomas Moore and Douglas Hyde.

ID 485 Honors Thesis (3 credits)
Prerequisites: Completion of three Honors Colloquia and attainment of an overall GPA of at least 3.3
Open to All-College Honors students. One-hour weekly meetings with the thesis director, normally a member of the student's major department, will culminate in an honors thesis. Whether the final version of the thesis qualifies the student to graduate with All-College Honors will be determined by the student's Ad Hoc All-College Honors Thesis Committee. May be repeated. Either semester

Other Approved Courses:
ID/WS 230 Introduction to Women's Studies
ID/WS 330 Issues and Perspectives in Women's Studies
ID/WS 430 Seminar: Research Theory and Methods in Women's Studies

INSTRUCTIONAL TECHNOLOGY (IT)

IT 500 Introduction to Instructional Technology
(3 credits)
Prerequisite: Working knowledge of Windows and Macintosh platforms
This course is designed to help students explore how instructional technology can be used for teaching and learning. This course has two primary goals: 1) to provoke ideas about ways computers can be used in school and non-school settings to enhance teaching and learning and 2) to gain experience with software and technology as teaching tools. (formerly IT 510)

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
IT 502 Research (credit to be arranged)
Original research undertaken by the graduate student in his or her field. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.

IT 503 Directed Study (credit to be arranged)
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.

IT 509 Foundations of Instructional Technology
(3 credits)
Prerequisite: IT 500 or adviser's permission through demonstrated equivalent skills, permission of the instructor
The history, current practices, and future directions of the Instructional Technology field provide a framework for student-creation of teaching and learning tools. Presentation, collaboration, and multimedia become vehicles for learning as students probe the role of technology within the K-12 environment.

IT 521 Current Applications and Integration
(3 credits)
Prerequisite: IT 509 or consent of instructor
Students will explore the application and integration of electronic tools in instructional settings. Collaborative environments, electronic assessment tools, and authoring systems will be applied to foster the further development of K-12 teaching and learning. Emphasis will be placed on the integration of technology into the curriculum. (formerly IT 511)

IT 522 Instructional Design (3 credits)
Prerequisite: IT 521 or consent of instructor
Using a systematic approach, students will design, develop, evaluate and revise instruction to meet defined goals and objectives. Contemporary theories of learning become the framework and catalyst for the design process. (formerly IT 512)

IT 523 Information Access and the Internet
(3 credits)
This course provides continued development in the use of telecommunications and the Internet. Advanced hands-on practice in using the Internet, ethical and legal issues related to responsible classroom use of the Internet and a wide variety of curriculum connections will be explored. (formerly IT 514)

IT 524 Technology Leadership (3 credits)
Procedures for the establishment or continued development of K-12 instructional technology programs will be the focus of this course. Students will learn roles and responsibilities for the technology leader: vision, strategic planning, budget development, equity, purchasing, staff development, technology policies and program evaluation. (formerly IT 515)

IT 525 Emergent Technology and Learning Environments (3 credits)
Prerequisite: IT 524 or consent of instructor
Students will explore new and emerging technologies and construct the philosophical framework for how these technologies can be integrated into K-12 education. Planning, diffusion of innovation, and the educational change process will be discussed. Currently, the technologies that will be studied include those related to virtual reality, decentralized systems, intelligent agents, and distance education. (formerly IT 513)

IT 526 Making Connections: Networking (3 credits)
Application of networking concepts related to the management of local area networks. Includes topics related to repair, setup, management, and maintenance of local area networks in the K-12 environment.

IT 551 Home Pages for Educators (3 credits)
This course will provide students with a thorough look at important Web sites for educational use; in-depth skills in effectively utilizing search engine strategies for students; the tools and methodology necessary to create a content-rich Web site for school; effective ways to link the vast resources of the Internet to curriculum content; a multidisciplinary model for Internet curriculum integration; the information and tools needed to critically evaluate a Web page; (students will evaluate the critical elements which must be present to give credibility to a page); strategies for utilizing the Internet and Web page use, construction, and curriculum development as an integral part of curriculum design; the implications of utilizing the Internet and a school's Web page to publish student work; and the background in the moral, legal and ethical considerations of Internet use and Web page development in the schools and how to translate this knowledge into effective school policy.

IT 552 Multimedia for Educators (3 credits)
The course will provide an introduction to multimedia. The power of multimedia allows the teacher to be a developer of software or to facilitate student development of software. The focus will be on good multimedia design, the user, and evaluation. Incorporation of media such as video, sound and graphics will also be included.

IT 560 Topics in Instructional Technology
(1-3 credits)
Special topics of current relevance in instructional technology education will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. May be taken more than once with the consent of the student's adviser.

Note: This section is arranged in course number order. See pages 210-211 (department prefix key) for assistance in locating department sections.
IT 562 Empowering Educators with Technology (3 credits)
Empowering Educators with Technology, IT 562, is a graduate level course that provides an intensive, week-long encounter with educational technology. Online technologies, state-frameworks alignment, and student learning will be explored.

IT 590 Seminar in Instructional Technology: Research and Analysis (3 credits)
Prerequisite: ED 530 and a minimum of 21 credit hours in instructional technology
This course will build on the knowledge obtained in ED 530 Research Methods and all other courses taken toward the degree. Students will examine major issues and problems within the instructional technology field including, but not limited to, achievement, motivation, access, and equity. In this course, students will develop and in IT 596 implement a research project pertaining to the implementation or integration of instructional technology into the teaching and learning process in K-12 education.

IT 596 Clinical Experience (3 or 6 credits)
Prerequisite: Seminar and acceptance and retention in the Professional Education Program, satisfactory completion of program requirements, and consent of the instructional technology coordinator
During the clinical experience, the student is employed in the role of an Instructional Technology Specialist in a PreK-12 school setting under appropriate school and college supervision. The clinical experience consists of 200 clock hours (3 credits) for those who hold a standard teaching certificate, and 400 hours (6 credits) for students who hold the minimum provisional with advanced standing teaching certificate. If the student is not employed, he/she will be placed full-time in an appropriate school setting under the direction of a qualified practitioner and college supervisor.

ARABIC (LA)

LA 101 Elementary Arabic I (3 credits)
Prerequisite: See GER Departmental Foreign Language Policy in the Foreign Languages section of this catalog
An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. Satisfies the GER in Foreign Language (first-semester level).

LA 102 Elementary Arabic II (3 credits)
Prerequisite: LA 101; or see GER Departmental Foreign Language Policy in the Foreign Languages section of this catalog
The further study of elementary syntactic, semantic, phonetic and paralinguistic structure is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. Satisfies the GER in Foreign Language (first-semester level).

CHINESE (LC)

LC 101 Elementary Chinese I (3 credits)
Prerequisite: See GER Departmental Foreign Language Policy in the Foreign Languages section of this catalog
An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. Satisfies the GER in Foreign Language (second-semester level).

LC 102 Elementary Chinese II (3 credits)
Prerequisite: LC 101; or see GER Departmental Foreign Language Policy in the Foreign Languages section of this catalog
The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. Satisfies the GER in Foreign Language (second-semester level).

ENGLISH AS A SECOND LANGUAGE (LE)

LE 101 English as a Second Language I (3 credits)
Prerequisite: See GER Departmental Foreign Language Policy in the Foreign Languages section of this catalog
An introduction to syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled academic environment is the principal objective of the course. Satisfies the GER in Foreign Language (first-semester level).

LE 102 English as a Second Language II (3 credits)
Prerequisite: LE 101; or see GER Departmental Foreign Language Policy in the Foreign Languages section of this catalog
The further study of syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled academic environment is the principal objective of the course. Satisfies the GER in Foreign Language (second-semester level).

**FRENCH (LF)**

**LF 101 Elementary French I (3 credits)**
*Prerequisite:* See GER Departmental Foreign Language Policy in the Foreign Languages section of this catalog
An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. Satisfies the GER in Foreign Language (first-semester level).

**LF 102 Elementary French II (3 credits)**
*Prerequisite:* LF 101; or see GER Departmental Foreign Language Policy in the Foreign Languages section of this catalog
The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. Satisfies the GER in Foreign Language (second-semester level).

**GERMAN (LG)**

**LG 101 Elementary German I (3 credits)**
*Prerequisite:* See GER Departmental Foreign Language Policy in the Foreign Languages section of this catalog
An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. Satisfies the GER in Foreign Language (first-semester level).

**LG 102 Elementary German II (3 credits)**
*Prerequisite:* LG 101; or see GER Departmental Foreign Language Policy in the Foreign Languages section of this catalog
The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. Satisfies the GER in Foreign Language (second-semester level).

**Other Approved Courses:**
LG 151 Intermediate German I
LG 181–182 Advanced German I-II
LG 191-192 Scientific German I-II
LG 201-202 Survey of German Literature I-II
LG 252 Reading in German
LG 262 German Life and Literature under Hitler in English
LG 272 Aspects of German Culture and Civilization in English
LG 282 German Conversation and Civilization
LG 301 Modern German Literature
LG 310 The Modern German Novel in English Translation
LG 320 Contemporary German Drama in English Translation
LG 330 Major German Writers in English Translation
LG 340 The German Novella in English Translation
LG 351 German Romanticism
LG 460 Seminar in German Literature

**JAPANESE (LJ)**

**LJ 101 Elementary Japanese I (3 credits)**
*Prerequisite:* See GER Departmental Foreign Language Policy in the Foreign Languages section of this catalog
An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. Satisfies the GER in Foreign Language (first-semester level).

**LJ 102 Elementary Japanese II (3 credits)**
*Prerequisite:* LJ 101; or see GER Departmental Foreign Language Policy in the Foreign Languages section of this catalog
The further study of elementary syntactic, semantic, phonetic and paralinguistic structure is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. Satisfies the GER in Foreign Language (second-semester level).

**Other Approved Courses:**
LJ 151 Intermediate Japanese
LJ 172 Business Japanese

**Note:** This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
PORTUGUESE (LP)

LP 101 Elementary Portuguese I (3 credits)
Prerequisite: See GER Departmental Foreign Language Policy in the Foreign Languages section of this catalog
An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. Satisfies the GER in Foreign Language (first-semester level).

LP 102 Elementary Portuguese II (3 credits)
Prerequisite: LP 101; or see GER Departmental Foreign Language Policy in the Foreign Languages section of this catalog
The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. Satisfies the GER in Foreign Language (second-semester level).

Other Approved Courses:
LP 151 Intermediate Portuguese I
LP 252 Reading in Portuguese

RUSSIAN (LR)

LR 101 Elementary Russian I (3 credits)
Prerequisite: See GER Departmental Foreign Language Policy in the Foreign Languages section of this catalog
An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. Satisfies the GER in Foreign Language (first-semester level).

LR 102 Elementary Russian II (3 credits)
Prerequisite: LR 101; or see GER Departmental Foreign Language Policy in the Foreign Languages section of this catalog
The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. Satisfies the GER in Foreign Language (second-semester level).

Other Approved Courses:
LR 151-152 Intermediate Russian I-II
LR 181-182 Advanced Russian I-II
LR 252 Reading in Russian

SPANISH (LS)

LS 101 Elementary Spanish I (3 credits)
Prerequisite: See GER Departmental Foreign Language Policy in the Foreign Languages section of this catalog
An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. Satisfies the GER in Foreign Language (first-semester level).

LS 102 Elementary Spanish II (3 credits)
Prerequisite: LS 101; or see GER Departmental Foreign Language Policy in the Foreign Languages section of this catalog
The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. Satisfies the GER in Foreign Language (second-semester level).

LS 151 Intermediate Spanish (3 credits)
Prerequisite: LS 102
A review of Spanish grammar with emphasis given to reading, writing, listening and speaking; systematic laboratory practice; an introduction to aspects of Hispanic culture. Conducted in Spanish.

LS 210 Latin American Poetry in Translation (3 credits)
The course offers readings and discussions of poetry from the colonial period through modern times with primary focus on authors of the 19th and 20th century. The class will consider thematic issues within their cultural/historical settings and will compare European and non-European poetry. The course includes such poets as Sor Juana Ines de la Cruz, Jose Maria Heredia, Ruben Dario, Gabriela Mistral, Pablo Neruda and Octavio Paz. Not applicable toward the Spanish major or minor. Satisfies the GER in Non-Western Civilization.

LS 220 The Contemporary Latin American Novel in English Translation (3 credits)
This course introduces the student to the primary works of Latin American writers such as Cortazar, Carpentier, Garcia, Marquez, Vargas Llosa and Donoso. The class will study Magic Realism, the Boom and Post-Boom literary currents and

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
compare them with European literary trends. Not applicable toward the Spanish major or minor. Satisfies the GER in Non-Western Civilization.

**LS 230 Contemporary Latin American Short Story in Translation (3 credits)**
The course offers readings and discussion of the 20th century short stories with primary focus on major literary trends and representative male/female authors. The course considers the thematic issues and narrative features that characterize works belonging to Fantastic Literature, Magical Realism, the Boom and Post-Boom and places them within an historical/cultural context. The study includes such authors as Jorge Luis Borges, Juan Rulfo, Garcia Marquez, Rosario Ferré and Isabel Allende. Not applicable toward the Spanish major or minor. Satisfies the GER in Non-Western Civilization.

**LS 252 Reading in Spanish (3 credits)**
*Prerequisite: LS 151 or consent of the instructor*
The student is introduced to the reading, analysis, and discussion of semi-edited modern literary and cultural texts from Spain, Latin America and the Caribbean. The emphasis is on the development of reading comprehension skills and vocabulary. Conducted in Spanish.

**LS 271 Patterns of the Spanish Language (3 credits)**
*Prerequisite: LS 252 or consent of the instructor*
Consideration given to writing patterns and to oral patterns with emphasis on lexicon and phonetics; systematic laboratory practice. Conducted in Spanish.

**LS 272 Spanish Composition (3 credits)**
*Prerequisite: LS 271 or consent of the instructor*
The student develops writing skills utilizing sources from the Spanish-speaking world. Different writing skills and styles are introduced and practiced. Systematic review is conducted with emphasis on more advanced language patterns. Conducted in Spanish.

**LS 281 Spanish Conversation and Phonetics (3 credits)**
*Prerequisite: LS 271 or consent of the instructor*
Fluent expression in formal and informal speech is stressed. Oral proficiency is improved by the systematic study of the sound system and lexicon. Conducted in Spanish.

**LS 350 Gender, Sexuality, and Politics in Hispanic Cinema (3 credits)**
*Prerequisite: LS 271 and LS 272 or permission of the instructor*
This course will explore Hispanic cinema from such directors as the surrealist Luis Buñuel and Salvador Dalí to the contemporary work of Pedro Almodóvar, Fina Torres, and Tomás Gutiérrez Alea. The study of cinematic techniques will be contextualized with reference to Hollywood, independent, and European cinema. Close analysis will shed light on such issues as 1.) links between the sexual body and the body politic; 2.) constructions of “woman” as monster; 3.) post-Francoist countercultural critiques of family and society; 4.) cinematic violence as riposte to fascist ideologies; 5.) cultural spectacles such as the bullfight, religious procession, and saintly relic; 6.) feminist challenges to a patriarchal cinematic gaze; and 7.) surrealism, magical realism, and gender. Spanish majors and minors will read supplementary material in Spanish and write reaction papers and exams in Spanish; final essays may be written in either language. This course fulfills credit toward the Spanish major and minor and the Women’s Studies minor. Offered every other year.

**LS 371 Advanced Spanish Conversation (3 credits)**
*Prerequisite: LS 281*
Emphasis is placed in the development of advanced oral discourse skills. Fluency in Spanish is enhanced through interactive role-plays and improvised situations using contemporary idioms. Regional and dialectical speech patterns are introduced. Systematic audio and video tape practice. Conducted in Spanish.

**LS 391 Spanish Civilization (3 credits)**
*Prerequisite: LS 281 or consent of the instructor*
Readings and discussion of topics related to Spanish civilization through the centuries are treated. Conducted in Spanish.

**LS 392 Spanish-American Civilization (3 credits)**
*Prerequisite: LS 281 or consent of the instructor*
Readings and discussions of topics related to South American and Caribbean civilizations from pre-Columbian to modern times are treated. Conducted in Spanish.

**LS 400 Survey of Spanish Literature (3 credits)**
*Prerequisite: LS 391 or consent of the instructor*
The course introduces the student to the principal literary movements from the Middle Ages to the present. Representative authors such as Ruiz, Cervantes, Lope de Vega, Moratin, Espronceda, Perez Galdos, Unamuno, Baroja, Garcia Lorca and Cela are treated. Conducted in Spanish.

**LS 401 Topics in Spanish Literature (3 credits)**
*Prerequisite: LS 400 or LS 402, or consent of the instructor*
Topics will focus on a particular genre, such as the short story or the theatre, with intensive study of selected works from modern writers. Conducted in Spanish. This course may be repeated.

**LS 402 Survey of Spanish-American Literature (3 credits)**
*Prerequisite: LS 392 or consent of the instructor*
Principal literary movements from the colonial times to the present will be introduced. Discussion will include representative works of El Inca Garcilaso de la Vega, Sor Juana Inés de la Cruz, Darío, Rulfo, Garcia Marquez, and Fuentes. Conducted in Spanish.

*Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.*
LS 403 Topics in Spanish-American Literature
(3 credits)
Prerequisite: LS 400 or LS 402 or consent of the instructor
Topics will focus on a particular genre, such as the short story or the theatre, with intensive study of selected works from modern writers. Conducted in Spanish. This course may be repeated.

LS 490 Seminar in Hispanic Literature (3 credits†)
Prerequisite: LS 400 or LS 403 or consent of the instructor
Topics will be drawn from theme, genre, author, and period. This course may be repeated for credit. Conducted in Spanish.

LS 495 Seminar in Spanish-American Literature
(3 credits†)
Prerequisite: Consent of the department
This seminar is limited to seniors of honor standing. It will pursue in depth selected topics and authors of the specific literature. To be offered as required to qualified students.

Other Approved Courses:
LS 110 Conversational Spanish for Medical Personnel
LS 301 The Golden Age of Spanish Literature
LS 310 Contemporary Latin American Short Story
LS 320 Latin American Poetry
LS 351 Cervantes
LS 381 The Middle Ages
LS 404 Nineteenth Century Spanish Literature
LS 410 Latin American Novel: Early Twentieth Century
LS 420 The Contemporary Latin American Novel
LS 451 Twentieth Century Spanish Literature
LS 507 Advanced Composition and Stylistics for Graduate Students
LS 511-512 Masterpieces of Spanish-American Literature I-II
LS 520 Topics in Spanish-American Civilization
LS 521 Topics in Spanish Civilization
LS 525 Masterpieces of Spanish Literature I
LS 526 Masterpieces of Spanish Literature II

ITALIAN (LT)

LT 101 Elementary Italian I (3 credits)
Prerequisite: See GER Departmental Foreign Language Policy in the Foreign Languages section of this catalog
An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. Satisfies the GER in Foreign Language (first-semester level).

† May be taken for graduate level credit.

LT 102 Elementary Italian II (3 credits)
Prerequisite: LT 101; or see GER Departmental Foreign Language Policy in the Foreign Languages section of this catalog
The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. Satisfies the GER in Foreign Language (second-semester level).

Other Approved Courses:
LT 151 Intermediate Italian I
LT 181-182 Advanced Italian I-II
LT 252 Reading in Italian

MATHEMATICS (MA)

MA 100 Precalculus Mathematics (3 credits)
Prerequisite: Mathematics placement test
This course provides a review of algebraic fundamentals (exponents, logarithms, linear and quadratic equations) and a study of functions of various types (polynomial, rational, transcendental). Either semester

MA 105 Selected Topics in Mathematics (3 credits)
Prerequisite: Mathematics placement test
The nature and process of mathematical thinking (inductive, deductive, and algorithmic), as well as applications and results, are the underlying components of this course. Possible topics to be explored include sets, logic, number theory, geometry, graph theory and probability. A selection of three or more such topics will be offered each semester. Satisfies the GER in Mathematics. Either semester

MA 107 Principles of Mathematics I (3 credits)
Prerequisite: Mathematics placement test
Theory of sets, relations and their properties, systems of numeration, axiomatic approach to the real number system through a study of the integers and rational numbers, elementary number theory, nonmetric and analytic geometry, groups, linear equations and inequalities, probability and data analysis. Satisfies the GER in Mathematics. Offered yearly.

MA 110 Elementary Statistics I (3 credits)
Prerequisite: Mathematics placement test
Measure of central tendency and variability; elementary probability; binomial, normal and t distributions; hypothesis testing and confidence intervals. Either semester

MA 120 Introduction to Linear Algebra (3 credits)
Prerequisite: Mathematics placement test
This course will consider linear congruencies, groups, matrices and linear systems. Fall semester

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
MA 130 Discrete Mathematics I (3 credits)
Prerequisite: Mathematics placement test
This course provides some of the mathematical background necessary for computer science. Topics include combinations and discrete probability, discrete functions and graph theory. Spring semester

MA 135-136 Freshman Honors Colloquium (1 credit each semester)
Prerequisite: Consent of the instructor
Freshman Honors Colloquia in Mathematics allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. Open to All-College Honors students and to others at the discretion of the instructor. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. MA 135 Fall semester, MA 136 Spring semester

MA 141 Elements of Calculus I (3 credits)
Prerequisite: MA 100 or a Mathematics placement test
This course introduces the student to the main concepts, methods, and topics of differential calculus. Emphasis is on how these arise from problems in several areas, rather than from a rigorous development of the theory. A principal objective of this course is to illustrate how mathematics is used to model physical reality and how such a mathematical model facilitates the solution of problems. This course does not satisfy mathematics major requirement. Satisfies the GER in Mathematics. Either semester

MA 142 Elements of Calculus II (3 credits)
Prerequisite: MA 141
The topics include the integral and its applications as well as multivariable calculus. Additional topics are selected from: differential equations, Taylor series and probability distributions. This course does not satisfy mathematics major requirements. Either semester

MA 151 Calculus I (3 credits)
Prerequisite: MA 100 or a Mathematics placement test
This course introduces the student to a rigorous development of the differential calculus. Emphasis is on the development of the concepts of calculus as typical of a cohesive mathematical theory. Satisfies the GER in Mathematics. Fall semester

MA 152 Calculus II (3 credits)
Prerequisite: MA 151
This course is an intensive study of the integral and its applications, transcendental functions, conic sections, and additional techniques of integration. Spring semester

MA 160 Math at Bridgewater (0 credits)
Prerequisite: Must be taken in conjunction with a calculus course—either MA 141, MA 142, MA 151 or MA 152
Students work in small groups under the guidance of faculty and advanced undergraduates to work on challenging problems which parallel the material in the calculus courses. Goals include enhanced performance in calculus and increased confidence in one's ability to succeed in mathematics. (This course carries no graduation credit and may be repeated.) Graded on a pass/fail basis.

MA 200 Probability and Statistics (3 credits)
Prerequisite: MA 142 or MA 152
Permutations and combinations; types of events, conditional probability, elementary probability distributions, elementary cumulative distributions, mathematical expectation, measures of central tendency, variance and standard deviation, normal distributions. Additional statistics topics as time allows.

MA 202 Linear Algebra (4 credits)
Prerequisite: One year of calculus or consent of the department
Vector spaces, linear transformations, matrices, systems of linear equations, and determinants. Spring semester

MA 214 Introduction to Modern Algebra (3 credits)
Prerequisite: MA 105 or MA 100 or MA 107 or consent of the department
Linear congruencies, groups, matrices, and linear systems. Offered alternate years, Fall semester

MA 251 Calculus III (3 credits)
Prerequisite: MA 152
This course covers infinite sequences and series and multivariable calculus including partial differentiation, directional derivatives, max/min theory, and multiple integration. Fall semester

MA 252 Calculus IV (3 credits)
Prerequisite: MA 251
This course covers with an emphasis on techniques the topics: vector differentiation and integration, line integrals and Green's theorem. This course also includes a rigorous reexamination of the calculus topics of limits, continuity, differentiability, and integrability.

MA 286-287 Sophomore Honors Colloquium (1 credit each semester)
Prerequisite: Consent of the instructor
Sophomore Honors Colloquia in Mathematics allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. Open to All-College Honors students and to others at the discretion of the instructor. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. MA 286 Fall semester, MA 287 Spring semester

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
MA 301 Abstract Algebra I (3 credits)
Prerequisite: Consent of the department
Study of relations, functions, and binary operations. Introduction to the theory of rings, integral domains and fields through a study of integers, rational numbers, real numbers, complex numbers and polynomials, elementary group theory. Fall semester

MA 302 Abstract Algebra II (3 credits)
Prerequisite: MA 301
Group theory; linear groups, rings and ideals, extensions of rings and fields.

MA 303 Number Theory (3 credits)
Prerequisite: Consent of the department
Development of the number system, the Euclidean Algorithm and its consequences, theory of congruencies, number-theoretic functions, Diophantine equations, quadratic residues.

MA 304 Introduction to Topology (3 credits)
Prerequisite: Consent of the department
This course is an introduction to point set topology, beginning with metric spaces and proceeding to general topological spaces. Topics include compactness, separation, connectedness, continuity, and associated function spaces.

MA 316 Differential Equations (3 credits)
Prerequisite: MA 251
Ordinary differential equations of first and second order, linear differential equations with constant coefficients, the Laplace transformation, applications.

MA 318 Quantitative Methods for Management (3 credits)
Prerequisite: MA 142 and MA 110 or equivalent
Selected mathematical tools and techniques for analysis of business and economic problems as an aid to decision-making in management. Models and applications related to decision theory, linear programming, inventory, queuing, forecasting and other standard qualitative concepts. Either semester

MA 325 Foundations of Geometry (3 credits)
Prerequisite: MA 202
In this course, students will broaden their understanding of Euclidean Geometry; study finite geometries, geometric transformations and non-Euclidean geometries; write geometric proofs; construction problems; and apply geometric concepts to real-world situations. Either semester

MA 326 Projective Geometry (3 credits)
Prerequisite: MA 120 or consent of the department
A synthetic and analytic study of the axioms and properties of the projective plane; the projective group of transformations, its subgeometries and their invariant properties.
† May be taken for graduate level credit.

MA 330 Discrete Mathematics II (3 credits)
Prerequisite: MA 130, CS 102
Course topics will include formal logic, automata and formal languages, and an introduction to the analysis of algorithms. Either semester

MA 338-339 Honors Tutorial (3 credits each semester)
Prerequisite: Consent of the department
Special topics in mathematics. Open to All-College and Departmental Honors students. Three hourly meetings weekly. MA 338 Fall semester, MA 339 Spring semester

MA 382 Switching Theory (3 credits)
Prerequisite: MA 301, CS 101
Boolean algebra and functions. Combinational and sequential logic nets, threshold logic, minimization theory, and completeness theorems. Introduction to automata theory.

MA 399 Topics in Advanced Mathematics (3 credits)
Prerequisite: Consent of the department
Special topics selected from the general areas of algebra, analysis, and applied mathematics. This course may be repeated for different topics.

MA 401 Introduction to Analysis I (3 credits†)
Prerequisite: MA 251
Logic and proof techniques are followed by basic theorems on the topology of real numbers, compactness, limits, sequences, continuity and differentiability. Spring semester

MA 403 Probability Theory (3 credits†)
Prerequisite: MA 251
All elementary probability topics: permutations and combinations, types of events, conditional probability, Bayes’ Theorem and so on. A calculus approach to probability distribution and cumulative distributions, moment and moment generating functions.

MA 408 History of Mathematics (3 credits†)
Prerequisite: Consent of the department
A historical development of Mathematics from ancient time to the Middle Ages (c. 3500 B.C. to c. 1400 A.D.). Some of the topics covered include Egyptian Babylonian, and Mayan Numeration Systems; Greek mathematics, including the Pythagorean, Platonic, and Alexandrian schools; Oriental contribution, and the Arabic Hegemony; and principal mathematics as of the European Middle Ages, including Alcuin, Fibonacci, and Oresme.

MA 412 Mathematical Statistics (3 credits†)
Prerequisite: MA 403 or consent of the department
A calculus based approach to statistical topics: hypothesis testing, estimations, correlation and regression, analysis of variance, the gamma distribution, the t distribution, the chi-squared distribution, the F distribution and so on.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 416</td>
<td>Applied Mathematics (3 credits†)</td>
<td></td>
<td>Fourier analysis, solutions of partial differential equations, special functions, and line and surface integrals.</td>
</tr>
<tr>
<td>MA 417</td>
<td>Introduction to Complex Analysis (3 credits†)</td>
<td>Prerequisite: Consent of the department</td>
<td>This course is an introduction to functions of one complex variable. Topics include complex numbers, stereographic projection, analytic and harmonic functions, conformal mapping and Cauchy’s Theorem.</td>
</tr>
<tr>
<td>MA/CS 460</td>
<td>Introduction to Robotics (3 credits†)</td>
<td>Prerequisite: MA 152 or MA 142 and either MA 202 or MA 120 and CS 102</td>
<td>An introduction to the theory of the motion of robot manipulators. The mathematics, programming and control of manipulators will be emphasized. Also examined will be issues of sensing and planning.</td>
</tr>
<tr>
<td>MA 485</td>
<td>Honors Thesis (3 credits)</td>
<td></td>
<td>This course is open to All-College and Departmental Honors students. One-hour weekly meetings with the thesis director will culminate in an honors thesis. The consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. Either semester</td>
</tr>
<tr>
<td>MA 490</td>
<td>Mathematics Seminar (3 credits†)</td>
<td>Prerequisite: MA 251, MA 202 and MA 301 or consent of the department</td>
<td>Topics to be selected from algebra, geometry and analysis. May be offered as a quarter or semester course.</td>
</tr>
<tr>
<td>MA 499</td>
<td>Directed Study in Mathematics (1-3 credits)</td>
<td>Prerequisite: Consent of the department; formal application required</td>
<td>Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. Either semester</td>
</tr>
<tr>
<td>MA 502</td>
<td>Research (credit to be arranged)</td>
<td></td>
<td>Original research undertaken by the graduate student in his field. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.</td>
</tr>
<tr>
<td>MA 503</td>
<td>Directed Study (credit to be arranged)</td>
<td></td>
<td>Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.</td>
</tr>
<tr>
<td>MA 507</td>
<td>Topology (3 credits)</td>
<td>Prerequisite: MA 251 and MA 301 or equivalent</td>
<td>Elements of point set topology, closed sets and open sets in metric spaces, continuous mappings, connection, separation theorems, and compactness.</td>
</tr>
<tr>
<td>MA 508</td>
<td>History of Mathematics (3 credits)</td>
<td></td>
<td>The development of elementary mathematics from ancient to modern time.</td>
</tr>
<tr>
<td>MA 510</td>
<td>Group Theory (3 credits)</td>
<td>Prerequisite: MA 301 or equivalent</td>
<td>Groups, subgroups, homomorphisms, normal subgroups and quotient groups, generators, normal structure and the Jordan-Holden Theorem, direct products of groups.</td>
</tr>
<tr>
<td>MA 511</td>
<td>Ring Theory (3 credits)</td>
<td>Prerequisite: MA 301 or equivalent</td>
<td>Examples of rings, ideals and homomorphisms, the Jacobson radical, direct sums, Boolean rings, rings with chain conditions.</td>
</tr>
<tr>
<td>MA 518</td>
<td>Topics in Analysis (3 credits)</td>
<td>Prerequisite: MA 401 or consent of the department</td>
<td>Complete ordered fields, approximation theory, including Weierstrass and Bernstein’s theorems, continuous, non-differentiable functions, and various topics from complex analysis, time permitting.</td>
</tr>
<tr>
<td>MA 520</td>
<td>Real Analysis (3 credits)</td>
<td>Prerequisite: MA 401</td>
<td>Sets and functions, sequences and series, metric spaces, Weierstrass Approximation Theorem, Riemann and Lebesgue Integrals, Fourier Series.</td>
</tr>
<tr>
<td>MA 522</td>
<td>Complex Analysis (3 credits)</td>
<td>Prerequisite: MA 401</td>
<td>Analytic functions of a complex variable, differentiation and integration in the complex plane. Cauchy’s theorems, infinite series, Laurent expansions, theory of residues.</td>
</tr>
</tbody>
</table>

† May be taken for graduate level credit.

**Note:** This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
MA 525 Mathematics in Science (3 credits)
Prerequisite: High school/middle school teacher of mathematics or science
This course, contains the mathematical background necessary for a variety of science applications. Topics include linear algebra, statistics, discrete mathematics, geometry, calculus and numerical analysis as well as computer software to enhance their application to problem solving in science.

Other Approved Courses:
MA 108 Principles of Mathematics II
MA 111 Elementary Statistics II
MA 216 Analytic Geometry
MA 220 Introduction to Calculus
MA 230 Business Mathematics
MA 317 Sequences and Series
MA 321 Introduction to Probability
MA 349 Foundations of Mathematics
MA 354 Introduction to Modern Geometry
MA 402 Introduction to Analysis II
MA 406 Theory of Sets and Elementary Logic
MA/CS 445 Logic Programming
MA 450 Topics in Mathematics for Elementary School Teachers

MENTAL HEALTH COUNSELING (MC)

MC 534 The Professional Counselor: Standards, Ethics, and Legal Issues (3 credits)
Prerequisite: GC 510 and GC 528 and GC 529
This course will examine current trends in the area of ethical and legal issues that affect the professional counselor, as well as the process of ethical decision-making. Legal and ethical issues dealing with informed consent, confidentiality, duty to warn, neglect and abuse, family rights and special education will be among the topics to be studied. Ethical standards of the ACA and codes germane to specific counseling associations will be reviewed and discussed. Guidelines and competencies for working with multicultural and other special populations will also be examined.

MC 564 Theories of Psychological Development (3 credits)
Prerequisite: GC 510 and GC 528
This course will examine traditional and contemporary theories of psychological development. Each theory will be examined from a multicultural perspective. Students will learn how to apply psychological theories of development in assessing client issues and formulate appropriate interventions.

MC 568 Psychopathology (3 credits)
Prerequisite: GC 510 and GC 528 and GC 529
This course will provide an examination of the classification system, diagnostic criteria, and differential diagnosis according to the current Diagnostic and Statistical Manual of Mental Disorders (DSM). Attention will be given to issues of diversity, etiology and treatment options.

MC 570 Advanced Applied Counseling: Mental Health Counselor (3 credits)
Prerequisite: Completion of all core courses and a fieldwork application approved by the Counseling Programs Committee
This course is designed to provide the advanced counseling student with an opportunity to further examine and effectively apply counseling theory into practice and demonstrate this ability during the required practicum experience. Students will actively work with clients in the role of mental health counselor. Emphasis will be placed upon the application of counseling techniques to clients over the lifespan and the further refinement of the counseling student’s individual counseling style and increased self-awareness. Maximum use of audio/video tape, role-play and observation will be made. Moreover, overarching issues such as multiculturalism, psychological development, technology, context, and ethics/professionalism will be integrated throughout this course. Students must submit an internship application by the first week of April for summer and fall semesters or by November for spring semester.

MC 571 Internship I: Mental Health Counselor (6 credits)
Prerequisite: Successful completion of MC 570 and a fieldwork application approved by the Counseling Programs Committee
This first level fieldwork experience is for the advanced counseling graduate student seeking a license as a Mental Health Counselor in Massachusetts (LMHC). Students must complete a minimum of 300 hours of fieldwork at an approved mental health fieldwork site.

MC 572 Internship II: Mental Health Counselor (6 credits)
Prerequisite: Successful completion of MC 571 and a fieldwork application approved by the Counseling Programs Committee
This second level fieldwork experience is for the advanced counseling intern seeking a license as a Mental Health Counselor in Massachusetts (LMHC). Students must complete a minimum of 300 hours of fieldwork at an approved mental health fieldwork site.

MC 573 Internship III: Mental Health Counselor (6 credits)
Prerequisite: Successful completion of MC 572 and a fieldwork application approved by the Counseling Programs Committee
This third level fieldwork experience is for the advanced counseling intern seeking a license as a Mental Health Counselor (LMHC) in Massachusetts. Students must complete a minimum of 300 hours of fieldwork at an approved mental health fieldwork site. Fall and spring semester and summer sessions

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
MC 671 Internship I: Mental Health Counselor (6 credits)
Prerequisite: Successful completion of MC 570 and a fieldwork application approved by the Counseling Programs Committee
This first level fieldwork experience is for the student in the CAGS in Mental Health Counseling program seeking a license as a Mental Health Counselor (LMHC) in Massachusetts. Students must complete a minimum of 300 hours of fieldwork at an approved mental health fieldwork site. Fall and spring semester and summer sessions

MC 672 Internship II: Mental Health Counselor (6 credits)
Prerequisite: Successful completion of MC 671 and a fieldwork application approved by the Counseling Programs Committee
This second level fieldwork experience is for the student in the CAGS in Mental Health Counseling program seeking a license as a Mental Health Counselor (LMHC) in Massachusetts. Students must complete a minimum of 300 hours of fieldwork at an approved mental health fieldwork site. Fall and spring semester and summer sessions

MEDIA (ME)

ME 310 Introduction to Instructional Media (3 credits)
Introduction to instructional media and technology incorporating selection, production, evaluation and utilization of instructional materials. Instruction in application of still pictures, slides, filmstrips, recording, radio, television and other media. This course is highly recommended for those people involved with training programs in business, industry, and/or education. Either semester

ME 315 Media Presentation Skills for Business and Management Training (3 credits)
This course will help students develop basic media techniques. Instruction will center around the mastery of media presentation skills for those in business, management and related fields. Offered once in three years

ME 320 Sound-Slide Production Techniques (3 credits)
This course provides an opportunity to learn basic techniques for producing slide-tape productions. Skills include planning presentation, scripting, storyboarding, photographic techniques and sound recording. These skills are valuable for people in fields such as education, business, advertising, and/or public relations where training or presentation of messages is important. Offered evenings and summers only

ME 412 Communication Theory (3 credits†)
Applies basic concepts of communication to problems
† May be taken for graduate level credit.

ME 425 Microcomputers in Libraries and Media Centers (3 credits†)
An introduction to the use of microcomputers in media centers and small libraries. This course is designed for those who have little or no background with computers. It is appropriate for media specialists, librarians, students enrolled in the Media Certificate program and others who wish to become computer literate for application to and management of school and business media centers and small libraries. Topics will include the historical development and introduction to the use of programs in BASIC language and an investigation of the required hardware for setting up a computer system. Fall semester

ME 440 Advanced Techniques in Instructional Media (3 credits†)
Prerequisite: AR 216, AR 310, AR 456, AR 460 or consent of the instructor
Directed study course. Development of a multimedia package of materials to be used in a training or instructional setting. Materials are produced by the student under the guidance of the instructor.

ME 464 Management of Instructional Media (3 credits†)
Prerequisite: Consent of the instructor
The following functions are discussed: personnel, budgeting, purchasing, analysis of materials and equipment, in-service training, curriculum support, and classification and cataloging of instructional materials. Offered evenings and summers only

ME 498 Internship in Media and/or Librarianship (3-15 credits)
Prerequisite: Consent of the department
Offered to advanced undergraduate students who wish to acquire a supervised practical experience within their field of study. (See information in this catalog under “Academic Programs” for a more complete description). Either semester

ME 502 Research (credit to be arranged)
Original research undertaken by the graduate student in his or her field (i.e. non-print instructional media). For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.

ME 503 Directed Study (credit to be arranged)
Designed for the graduate student who desires to study selected topics in a specific field (i.e. non-print instructional media). For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
ME 524 Seminar in Instructional Media (3 credits)
Prerequisite: EE 420 or consent of the instructor
This course is designed to carry out a systematic review and critique of media research literature and to bring about the ability to design and execute a research study pertinent to the field. Selected research and literature will be reviewed and analyzed.

ME 553 School Public Relations (3 credits)
The necessity for a well-informed public to foster good school public relations. All necessary media will be discussed: radio, television, newspapers, magazines, school publications, teacher-parent and administrator-teacher-parent relationships. Emphasis will be placed on communication theory.

ME 560 Graphics for Media Specialists (3 credits)
Prerequisite: Consent of the instructor
This course is designed for graduate students. It is a course in intermediate graphic skills necessary for producing instructional materials and/or graphics for television. It is particularly intended for the person who is planning to be a media specialist. Course includes instruction in the use of simple mechanical lettering devices; mounting and laminating techniques; diazo and color-lift transparency production; composition and related skills.

ME 584 Administration of Media Programs (3 credits)
Prerequisite: Consent of the instructor
This course is designed for graduate students. It covers the principles and practices of the administration of media programs, particularly from the unified media approach. Areas of study include planning, equipping, servicing and operation.

ME 595 Professional Practicum and Internship (6 credits)
Prerequisite: Completion of, or enrollment in, all other courses of the program
Involves observation and participation in all important aspects of administration, including selection and organization of materials, reference and bibliographic services, and techniques of teaching media use. This course must be pursued at a media center approved by the secondary education and professional programs department at Bridgewater and may only be waived, in the case of non-certification students, if the student has had considerable experience as a media specialist in a situation acceptable to the department.

Other Approved Courses:
ME 454 Script Writing for Radio, Television, and/or other Media
ME 456 Radio and TV Production I
ME 458 Radio and TV Production II
ME 459 Advanced Radio and Television Production
ME 466 Cinematography I
ME 499 Directed Study in Non-Print Media
ME 556 Operation and Control of a Radio Station and a Television Studio
ME 558 Radio and Television Production
ME 566 Cinematography II

MANAGEMENT (MG)

MG 130 Principles of Management (3 credits)
The principles and techniques underlying the successful organization and management of business activities. This course combines the traditional analysis of management principles with the behavioral approach to case studies. The study includes the management functions of planning, organization, leadership, staffing control and the decision-making process. Three lectures weekly. Either semester

Note: MG 130 is prerequisite to all other Management courses.

MG 135-136 Freshman Honors Colloquium (1 credit each semester)
Prerequisite: MG 130 and consent of the instructor
Freshman Honors Colloquia in Management Science allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. Open to All-College Honors students and to others at the discretion of the instructor. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. MG 135 Fall semester, MG 136 Spring semester

MG 140 Human Resources Management (3 credits)
Prerequisite: MG 130
A study of the staffing, compensation systems, individual and group behavior, employee development and human resource management systems. Three lectures weekly. Either semester

MG 200 Marketing Principles (3 credits)
Prerequisite: MG 130, and EC 101 or EC 102 or consent of the department
Develops students’ understanding of the marketing function of an organization through: a survey of the history of marketing from its inception as distribution through the modern marketing concept; in-depth study of the elements of the marketing mix (product, price, place and promotion); impact of external legal, political, sociological and technological forces upon the marketing manager; and the structure and placement of the marketing organization presented through lecture, case study and projects. Either semester

† May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
MG 286-287 Sophomore Honors Colloquium (1 credit each semester)
Prerequisite: MG 130 and consent of the instructor
Sophomore Honors Colloquia in Management Science allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. Open to All-College Honors students and to others at the discretion of the instructor. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. MG 286 Fall semester, MG 287 Spring semester

MG 325 Marketing and Sales Promotion: Industrial and Service Sector (3 credits)
Prerequisite: MG 130, MG 200, CC 130
This upper-level elective course is for students who wish to develop promotional skills in a variety of specialized areas. Actual organizational case problems will be addressed. Projects will provide experience in all aspects of promotion with exposure to campaign proposals, incentives, trade show preparation and implementation, personal selling of services, media choice and related preparation. Students will have the opportunity for hands-on experience with trade shows, professional journal advertising, community relations’ work and media personnel.

MG 340 Labor Relations (3 credits)
Prerequisite: MG 130, MG 140
The course examines the background, philosophy and structure of collective bargaining. Emphasis is placed upon the processes of negotiations and administration of labor agreements. Case analysis dealing with problems involving unions, employers and governments are reviewed and analyzed. Either semester

MG 360 Business Data Processing (3 credits)
Prerequisite: MG 130 and CS 105 or CS 101
An introduction to data processing from manual systems to computers, recent developments in the field, the equipment involved, how the equipment is used, how it operates and the application of data processing systems will be covered. The course will aid students in applying the capabilities of the computer to their fields of study. Either semester

MG 375 Personnel Development (3 credits)
Prerequisite: MG 130, MG 140
The course introduces the student to the concepts of industrial and service training and will focus on the skills needed to perform the four roles of the training and development function: administrator, consultant, designer of learning experiences and instructor. Either semester

MG 380 Decision Support Systems (3 credits)
Prerequisite: MG 130, MG 360
An analysis of the highest level of information support systems, which serve the manager user. Theoretical concepts will be applied to real-world applications.

MG 399 Special Topics in Management (3 credits)
Prerequisite: MG 130
Special topics will be offered in business, management and allied subjects.

MG 410 International Marketing and Physical Distribution (3 credits†)
Prerequisite: MG 130, MG 200
An examination of the concepts and practices of marketing management in the international and multinational settings, including all aspects of product distribution and control.

MG 415 Retail Management (3 credits†)
Prerequisite: MG 130, MG 200
An analysis of retail principles with emphasis on organization, consumer demand, store layout, buying merchandise, control and turnover of stock and retail sales promotion. The case method is utilized. Spring semester

MG 420 Marketing Research (3 credits†)
Prerequisite: MG 130, MG 200, MA 110
An examination of the market research process used in approaching contemporary marketing problems. Emphasis is placed on the current status of research techniques and their applications. Spring semester

MG 424 Advertising (3 credits†)
Prerequisite: MG 130, MG 200
A comprehensive survey of advertising and its applications in business and society. Among the topics considered are an historical survey of advertising, regulation of advertising, buyer behavior, advertising agencies, advertising media, copy and campaign management. Fall semester

MG 425 Operations Management (3 credits†)
Prerequisite: MG 130 and MA 318 or consent of the instructor
This course acquaints the student with the basic principles and methods of production management and control as well as the qualitative and quantitative approaches to problem solving in the production management area. Either semester

MG 430 Sales Management (3 credits†)
Prerequisite: MG 130, MG 200
Sales programs must be formulated and then implemented. In this age of accelerating product complexity, this course will deal with the sales manager who must understand the importance of these major responsibilities. Fall semester

† May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
MG 435 Small Business Management (3 credits†)
Prerequisite: MG 130 and AF 240
This course provides the student with an understanding of the unique characteristics required of the successful small business entrepreneur and the specifics relative to the start-up, financing and management of a small business.

MG 440 Industrial Marketing (3 credits†)
Prerequisite: MG 130, MG 200
A study of contemporary market strategy techniques in industrial companies. Emphasis is placed on the case approach where students are provided an opportunity to develop strategies in response to given market opportunities and competitive behavior.

MG 445 Information Systems Management (3 credits†)
Prerequisite: MG 130, MG 360
A course designed to equip students as future users of information systems. It deals with systems issues and management of the computer resource. It assumes only minimal technical background and prepares the student to make decisions on the acquisition of equipment, system analysis and related topics. “Management Problems” are used to relate course material to managerially oriented decisions. Fall semester

MG 450 Problems in Information Systems (3 credits†)
Prerequisite: MG 130 and consent of the department
The content of this course varies. It is intended to introduce the student to significant topics, which are not normally offered as separate courses. Spring semester

MG 460 Public Policy and Government Regulation in Global Management (3 credits†)
Prerequisite: MG 130, MG 140, AF 305
The increasing globalization of business raises new concerns for corporate management. To operate successfully in this new environment, management needs to have a thorough understanding of the public policy, government regulations and ethical considerations that apply throughout the industrialized world. This course addresses those areas of concern. Spring semester

MG 470 Materials Management (3 credits†)
Prerequisite: MG 130 and MG 425 or consent of the instructor
All aspects of materials management, including procurement, material requirements planning, capacity, requirements planning, forecasting and inventory management, as applied in both manufacturing and non-manufacturing business environments, are presented for analysis and discussion. Spring semester

MG 475 Statistical Process Control (3 credits†)
Prerequisite: MG 130, MG 425
The application of statistical methods to the control of product quality and process efficiency is increasingly important in both product manufacturing and in the service industries. Statistical lot sampling plans, statistical process control limits and the collection and evaluation of process performance data are presented in this course. Fall semester

MG 480 Systems Analysis (3 credits†)
Prerequisite: MG 130, MG 360, MG 445
Studies systems analysis and the use of quantitative models and the computer in solving managerial problems in a variety of functional areas. The course introduces systems and models and the stages of a systems-analysis approach and provides an overview of systems applications at functional areas and computer techniques for systems, implementation in finance, operations and marketing. Fall semester

MG 485 Honors Thesis (3 credits)
This course is open to All-College and Departmental Honors students. One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the departmental honors committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project.

MG 490 Management Seminar (3 credits†)
Prerequisite: Open to all management science seniors in the final semester of the program
Reading and discussion of important research and literature in student’s particular field of interest, culminating in a major written paper. Either semester

MG 494 Marketing Management and Strategy (3 credits†)
Prerequisite: Open to all management science seniors in the final semester of the program, MG 200 plus two other marketing courses
Teaches the principles of formulating a marketing program. The course demonstrates how and why marketing programs are affected by the marketing forces that bear on the firm while remaining consistent with the needs of the target market segment. Spring semester

MG 498 Internship in Management (3-15 credits)
Prerequisite: Consent of the department chairperson; formal application required
A non-classroom experience designed for a limited number of junior and senior majors to complement their academic preparation. Graded on a satisfactory/unsatisfactory basis. Either semester

MG 499 Directed Study in Management (1-3 credits)
Prerequisite: Consent of the department chairperson; formal application required
Open to junior and senior majors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. Either semester

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
MG 500 Computational Statistics (3 credits)
Pre requisite: Admission to graduate study or consent of the instructor
This course provides an advanced overview of statistical modeling from the perspective of computer implementation. Students explore problems in probability, risk, sampling, correlation, hypothesis testing, and variance as they apply to managerial decision making. The use of statistical software packages reinforces knowledge of the computational aspects of statistical analysis. Credit cannot be applied toward a graduate degree program.

MG 501 Systems Research and Problem Solving
(3 credits)
Pre requisite: A course in statistics
This course explores both quantitative and qualitative methods for conducting systems research and solving systems problems. Systems thinking offers an approach to formulating complex managerial problems and implementing solutions, particularly problems with both technological and social elements. Students conduct projects, developing skills in proposal preparation, report writing, and oral presentation of results.

MG 503 Directed Study (credit to be arranged)
This course is designed for graduate students who desire to study selected topics in the field of management. For details, please refer to the “Independent Study” paragraph in the Graduate and Continuing Education section of this catalog. This course may be repeated.

MG 506 Issues in Management (3 credits)
Pre requisite: Admission to graduate study or consent of the instructor
Through an exploration of current issues in management, this course reinforces the concepts and vocabulary of management. Special attention is given to contracts, liability, and marketing management. Students research issues in such areas as business ethics, international management, entrepreneurship, employment law, intellectual property, and marketing trends. Credit cannot be applied toward a graduate degree program.

MG 510 International Marketing (3 credits)
Pre requisite: One course in marketing
This course examines the concepts and practices of marketing in international and multinational settings, including all aspects of product distribution and control. The impact of the Internet and electronic business provides a special focus. Students conduct research projects.

MG 526 Project Management (3 credits)
Pre requisite: One course each in accounting, finance, and law
This course presents a unified framework for managing multi-disciplinary and cross-functional project teams. Students learn about systems for contract and cost management, and for controlling project schedules, budgets, and quality. The management of people as sources of knowledge and creativity provides a special emphasis. Students work in teams to prepare complete project plans.

MG 527 Product Development Processes (3 credits)
Pre requisite: One course each in finance and marketing
This course examines the entire life cycle of a new product or service. Students study concepts, tools, and systems for supporting the concurrent management of new business prospects, including the financing, engineering, marketing, producing, distributing, staffing, and other aspects of managing necessary to bring an idea to market. A project, culminating in a business plan, reinforces the importance of process and systems thinking.

MG 528 Quality and Risk Management (3 credits)
Pre requisite: One course each in statistics, law and finance
This course evaluates various approaches, both technical and behavioral, for managing quality and risk. Students study the tools of quality and risk management in the context of the organizational systems in which they get embedded. Case studies and in-class exercises demonstrate the advantages and disadvantages of these approaches.

MG 540 Industrial Marketing (3 credits)
Pre requisite: One course in marketing
Students study contemporary market strategy techniques in industrial companies. Case studies provide students with an opportunity to develop strategies in response to given market opportunities and competitive behaviors.

MG 541 Issues in Marketing (Capstone – 3 credits)
Pre requisite: MG 501 and one graduate marketing course
This course serves as the capstone course in the marketing concentration and requires a team project. Students research current topics in marketing including marketing ethics, World Wide Web, consumer behavior, advertising strategies, and government regulation. Guest speakers augment student presentations and discussions.

MG 551 Programming for E-Commerce (3 credits)
Pre requisite: Some computer programming experience
Through a semester-long business planning project, this course focuses on the application of a Common Gateway Interface (CGI) and of dynamic Web pages with Java applets to the entrepreneurial development of an electronic business. Programming exercises reinforce the technical issues involved.

MG 552 E-Commerce Applications I (3 credits)
Pre requisite or corequisite: MG 551
This course provides a hands-on exploration of E-Commerce platforms for the Internet environment. Students use Web-ready electronic business solutions to explore flexibility, scalability, robustness, extensibility, and global readiness.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
MG 533 E-Commerce Applications II (3 credits)
Prerequisite: MG 552
A continuation of MG 552, this course offers additional study of planning, management, and security issues surrounding e-business solution implementations.

MG 554 Issues in Global E-Commerce (Capstone – 3 credits)
Prerequisites: MG 552 and completion of 18 credits of graduate course work
This capstone course explores how the Internet affects product and service costs, customer response times, and quality across a variety of industries. Students research modern e-business models in relation to both business strategy and the broader societal impacts of these new organizational forms.

MG 561 Environmental Management (3 credits)
Prerequisite: One course in law
This course covers environmental laws and regulations as they apply to industrial organizations. Students explore the relationships between technology, community development, and the long-term sustainability of natural resources. Special topics include ISO 14000 standards, the role of private industry in developing new technology, and the responsibilities of both business and government in a global economy.

MG 562 Strategic Management of Technological Innovation (Capstone – 3 credits)
Prerequisites: MG 527 and completion of 18 credits of graduate course work
This capstone course employs extensive case analyses to explore alternative strategies for the management of new technology. Students develop a systems and process perspective through research on emerging approaches to strategic management, including business process reengineering, organizational learning, sustainability, concurrent engineering, supply chain management, self-directed teams, among others.

MG 571 Organizational Culture and Work Force Diversity (3 credits)
Prerequisite: One course in law
This course uses knowledge about different cultures, across organizational types, industries, and nations, to develop an understanding of how diverse members of an organization can work together toward shared values, while still maintaining their individual identities. Students study a variety of culture-dependent approaches to time, space, language, and workplace practices. The management of work force diversity as a valuable resource for organizational creativity and knowledge-building provides a special emphasis.

MG 572 Interpersonal and Group Behavior (3 credits)
Prerequisite or corequisite: MG 526
This course prepares students to participate as effective group members and to act as successful group leaders in workplace project teams. Students study the set of skills that professionals and managers need to meet the challenges posed by trends toward organizational decentralization, functional integration, use of cross-functional project teams, and work force diversity. Theories of interpersonal and group behavior offer students the opportunity to assess individual skills and to experiment with new skills.

MG 576 Organizational Change and Leadership (3 credits)
Prerequisites: One course each in law and marketing
This course examines the impact of leadership on the organizational change process within a variety of work settings. New leadership styles and practices emerging in the context of cross-functional structures, joint ventures, and project-based organizations provide a special emphasis. Through both in-class exercises and group projects, students learn about approaches to change management and develop awareness of their leadership attributes.

MG 577 Power and Influence in Organizations (3 credits)
Prerequisite or corequisite: MG 576
This course explores the nature, practice, and effects of power and influence in work organizations. Students study classical and contemporary ideas on leadership to understand how the concepts and practices of power and influence are changing. Cases and simulations demonstrate methods for the effective and ethical exercise of power and influence in organizational units, on project teams, and within the organizational culture as a whole.

MG 578 Issues in Modern Organizations (Capstone – 3 credits)
Prerequisites: MG 576, one additional graduate course in organizational development, and completion of 18 credits of graduate course work
This capstone course explores current topics in organizational development and change, including the practical and ethical issues arising in the context of multinational organizations and the conduct or international business. Guest speakers augment student presentations and seminar discussions.

MG 581 Information Resources Management (3 credits)
Prerequisite: One course each in accounting, statistics, and marketing, and a working knowledge of computers
Students study the technology, systems, and processes that allow organizations to manage information and knowledge as valuable resources. Topics include the conceptualization of data, including data structures, data modeling, and data administration, and the selection of a database environment. The role of information systems in both the routine conduct of business and long-term strategic planning provide a special emphasis.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
MG 582 Decision Support Systems (3 credits)
Prerequisite: One course in statistics, finance, and marketing, and a working knowledge of computers
Students learn how to evaluate and use systems designed to support managerial decision making. The course looks at the relationships between knowledge and decision making and examines how current and future information technology can facilitate the management of integrated systems and complex organizations. Topics include techniques for processing quantitative and qualitative information, human-computer interaction, graphical interfaces, and systems analysis and design.

MG 583 Business Data Communications (3 credits)
Prerequisites: One course each in statistics and law, and a working knowledge of computers
This course introduces the fundamental concepts of data communications and networking. Students learn about the technical aspects of data transmission, including communications hardware, transmission standards and protocols, and network architectures, with a focus on their implications for management.

MG 594 Marketing Management and Strategy
(3 credits)
Prerequisite: Two graduate marketing courses, and completion of 18 credits of graduate course work
This course integrates the formulation of a marketing program with an organization's overall business strategy. Students learn how and why social, economic, and political forces affect the selection and success of a marketing program, and ways in which a business firm can continue to meet the needs of its market segments in the context of these forces.

LIBRARY MEDIA STUDIES (ML)

ML 102 Introduction to Information Resources
(1 credit)
This course introduces the use of information resources, especially at the Maxwell Library, in order to attain an ability to work with the research tools and to know the services which are available. Satisfies the GER in Locating and Processing Information; must be taken within the first 30 credits at Bridgewater State College. Either semester

ML 410 Children's Literature (3 credits†)
This course introduces students to the world of literature for children in various media by means of the required text and other readings, lectures, discussions (small group and class), presentations, simulations and extensive reading of children's books.

ML 420 Literature for Young Adults (3 credits†)
Survey of literature and audiovisual materials for adolescents. Includes applicable principles of adolescent psychology, a brief history of the development of this literature, criteria and aids for selection, techniques in motivation and reading guidance and skills in reading, listening and viewing. Designed for teachers, librarians and media specialists working with junior and senior high school students.

ML 453 Sharing Literature with Children (3 credits†)
Traditional and contemporary storytelling, reading aloud, response-centered activities, book talks, book-related film programs based on the concept of sharing as an integral part of a literature program; emphasis on selection, planning, techniques of presentation, e.g., puppets, flannel board, hook-and-loop and evaluation.

ML 501 Administration of the Library Media Center I
(3 credits)
An introduction to the philosophy and role of the library media program and of the library media specialist. The content deals with the underlying "why?" of school library media programs. ("How?" is developed in other courses.) The purpose of the course is to provide an understanding of school library media programs and to enable the student to have a clear understanding of the role of the library media specialist and of the library media center in promoting teaching and learning.

ML 502 Research (credit to be arranged)
Original research undertaken by the graduate student in his or her field. For details, consult the paragraph entitled "Independent Study" in the Graduate and Continuing Education section of this catalog. This course may be repeated.

ML 503 Directed Study (credit to be arranged)
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Independent Study" in the Graduate and Continuing Education section of this catalog. This course may be repeated.

ML 505 Integrating Literature Across the Curriculum
(1-3 credits)
The use of trade books and related forms to support specific grade levels and/or curriculum and/or issues in education. The student will have individual choice of specific issues to be studied including whole language, multicultural and gender. Students will also choose to study resource support for specific subject and grade level areas such as elementary science, middle school math, high school history, health education for all grades, etc.

ML 510 Reference and Information Resources
(3 credits)
Introduction to the basic reference books in all subject disciplines. Bibliographic search assignments give practical application of techniques using all the resources of the library media center. The use of electronic searching will be introduced especially as the selected databases correlate to assigned print reference tools.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
ML 513 Special Topics (variable credit)
Prerequisite: Course prerequisites may be specified depending on the nature of the topic
Special topics of current relevance in library media studies will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. May be taken more than once with consent of the adviser.

ML 515 Cataloging and Classification (3 credits)
Includes an analysis of the theory of classification and information systems. Presentation of techniques for print and non-print cataloging with emphasis on Dewey Decimal, Library of Congress, Sears and Anglo-American Rules. Practical application utilizing automated resources.

ML 520 Collection Development (3 credits)
Criteria and policies in selection of print and non-print material for reader interest and curriculum enrichment, with emphasis on practical applications and appraisal of bibliographic aids and current review practices.

ML 525 Online and Optical Information Retrieval (3 credits)
Prerequisite: ML 510, or consent of instructor or adviser
An introduction to the origin and scope of online services and databases with emphasis on hardware, search techniques and strategy. Some attention is given to managing the service and training staff and patrons in the school library media center.

ML 530 Administration of the Library Media Center II (3 credits)
Prerequisite: ML 501 or consent of the instructor or adviser
Library/media centers and their governing agencies, scientific management principles, organization and operation of the library media center department, personnel problems and procedures, budget preparation, statistics, quarters and planning.

ML 540 Current Technology for Library Media Centers (3 credits)
Provides background in the new and emerging technologies stressing the carriers and media necessary to store and circulate information. Some attention will be given to tools and techniques of special interest to school library media services.

ML 545 Technology Applications in Library Programming (3 credits)
Prerequisite: ML 540 or consent of instructor or adviser
Practical application including program production, of the current technology in school library media functions that reach out to students and teachers. Attention will be given to technical processing and management functions as well as patron services.

ML 546 The Internet for School Library Media Specialists I (3 credits)
This course will provide an introduction to telecommunications and the Internet for school library media specialists. Some of the topics to be covered include e-mail, listservs, telnet, ftp, the World Wide Web and various information search tools, such as gopher and Veronica. Search engines used to access the World Wide Web will also be included. In addition to hands-on practice using the Internet, ethical issues related to responsible use of the Internet and a wide variety of curriculum connections will be explored. As a result of taking this course, students will learn why they should be using the Internet in their school library media center, how to use it and have a strong beginning sense of where to access information and programs to benefit the teaching and learning process in their schools.

ML 548 Advanced Cataloging and Classification (3 credits)
Prerequisite: ML 515 or consent of instructor or adviser
Theoretical discussion and practical application of techniques in detailed cataloging with emphasis on Library of Congress classification and subject headings. Includes non-book cataloging.

ML 549 Multimedia for School Library Media Specialists (3 credits)
This course will provide an introduction to multimedia for the school library media specialist. The power of multimedia allows the librarian to be a developer of software or to facilitate students to develop. Focus will be on good multimedia design, the user and evaluation. Two packages will be featured: HyperCard and HyperStudio. Incorporation of media such as video, sound and graphics will also be covered.

ML 553 Foundations of Library and Information Science (3 credits)
Form and function of classical, medieval and scholarly libraries; the public library as the people's university; development of information centers, libraries and media centers, and their role in contemporary society.

ML 558 Advanced Studies in Literature for Children and Young People (3 credits)
Prerequisite: ML 410 or 420 or ML 505 or consent of the instructor or adviser
A seminar format which offers the student an opportunity to explore recent artistic, literary and social developments in books and media for the young or for study of particular genres or themes.

ML 559 Advanced Reference I (3 credits)
Prerequisite: ML 510 or consent of the instructor or adviser
Research methods using specialized reference sources, professional journals and audio-visual materials, intended for retrospective studies in history, literature, music, philosophy, religion and the arts.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
ML 560 Advanced Reference II (3 credits)
Prerequisite: ML 510 or consent of the instructor or adviser
Research methods using specialized reference sources, professional journals, government documents, microforms and audio-visual materials, intended for the study of the social and behavioral sciences and services and pure and applied science and technology, focusing on contemporary materials and topics.

ML 566 Automating the School Library Media Center (3 credits)
Prerequisite: A basic knowledge of computers
Survey of developments in information retrieval and other library applications of modern procedures in acquisition, circulation, management and periodical control.

ML 569 The Book Arts (3 credits)
Traces the development of the written word from the earliest alphabet to today’s computerized publishing. The history, art and science of the book include field study of book production; manuscripts, rare books and bindings; and award-winning books.

ML 576 Research Problems in Library Literature (3 credits)
Prerequisite: Consent of the program coordinator
Designed for special projects for advanced students desiring individual instruction in the methods of library research.

ML 590 Seminar on Librarianship (3 credits)
Prerequisite: A minimum of 12 credit hours in library science, including ML 510 and ED 530, and consent of the adviser
Intended as a culminating exercise in administrative librarianship. It will include study and analysis of current problems and issues in library administration. Students will seek solutions to these through reading and research.

ML 594 Internship (6 credits)
Prerequisite: Acceptance and retention in the professional education program, completion of, or enrollment in, all other courses in the provisional with advanced standing level program and consent of department
This graduate level internship involves a minimum of 300 clock hours in a school library media center working as a school library media specialist under appropriate school and college supervision during one semester, either spring or fall.

ML 595 Professional Practicum (3 credits)
Prerequisite: Acceptance and retention in the professional education program, completion of, or enrollment in, all other courses in the provisional with advanced standing level program, and consent of department
This graduate practicum involves observation and participa-

† May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.

ML 596 Clinical Experience (3-6 credits)
Prerequisite: Acceptance and retention in the professional education program, completion of, or enrollment in, all other courses in the standard level program, and consent of department
Three credits, 200 clock hours. Project to be a practical “on-the-job” professional activity in the library media center that will demonstrate, analyze, perfect, provide data, apply principle to the research effort in the seminar course. This activity should assist in the development of the final thesis paper and presentation. Students should submit copies of the following: 1) Clinical Experience Proposal, 2) Research paper from ML 590, and 3) Final Report - Clinical Experience.
NOTE: a six credit, 400 clock hour clinical experience is required by state regulation for those possessing the minimum provision with advanced standing teaching certificate.

MIDDLE SCHOOL (MS)
(also see ED)

MS _____ Strategies of Teaching in the Middle School (3 credits†)
Prerequisite: Admission to the Professional Education Program
Strategies, including methods, materials and media, for teaching particular disciplines are studied. Developing competency and versatility is stressed through simulations and guided teaching in area schools. A student registers for the course appropriate to his major according to the following schedule:

MS 450 History MS 456 Mathematics
MS 451 English MS 461 Science

MS 460 Topics in Middle School Education (1-3 credits†)
Specific topics of current relevance in middle school education will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. This course may be taken more than once with the adviser’s permission.

MS/HS 465 Strategies for Teaching Integrated Science in the High School/Middle School (3 credits†)
Prerequisite: ED 210, ED 235 and ED 335 and admission to the Professional Education Program
Strategies, including methods and materials and media for teaching particular science disciplines are studies. Developing
competencies and versatility is stressed through simulation and guided teaching in area high schools and middle schools.

Fall semester

MS 491 Internship in Middle School Education
(12 credits)
Prerequisite: Consent of department and admission to the Professional Education Program
MS 491 requires a minimum of 300 clock hours in a 5-9 grade setting as a middle school teacher. This internship must be less than full time but at least one fifth the time employed in the role for which certification will be sought. A request for this course must be made to the department and the School of Education and Allied Studies.

MS 499 Directed Study in Middle School Education
(1-6 credits)
Prerequisite: Consent of the department; formal application required
This course is open to juniors, seniors and post baccalaureate students who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. It may be taken twice for a maximum of six credits. The advisor’s permission is required.

MS 502 Research (credit to be arranged)
Original research undertaken by the graduate student in his or her field. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.

MS 503 Directed Study (credit to be arranged)
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.

MS 541 Improving Middle School Instruction
(3 credits)
Classroom teachers analyze the nature of the early adolescent (ages 10-14) learner, identify effective middle school practices, and design instruction suited to the unique needs of middle/junior high school students.

MS 542 Current Issues in Middle School Education
(3 credits)
This course will focus on current issues in middle grade education to include: grouping, teaming, diversity, inclusion, technology, articulation with elementary and secondary programs and other curriculum and instruction programs. Effective practices and programs in area schools will be featured.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.

MUSIC (MU)

‡ From MU 111, 112, 113, 115, 118, 119 and 183, and from any and all curricular activities in which a student might wish to participate and for which the college grants or may decide to grant credit in the future, a student may accumulate not more than one (1) credit per semester, nor more than two (2) per year, nor more than six (6) per college career.

Exception: All one credit curricular and physical education activity courses that are required for students officially enrolled in an approved major, concentration or minor may be counted towards graduation.

‡MU 111 Marching Band (1 credit)
The marching band is open to all students. The band presents exciting contemporary music at home football games and other selected events. Band camp meets a week before classes to learn drills, distribute uniforms, and administer other musical and organizational matters. Band rehearses two days per week during fall semester.

‡MU 112 Wind Ensemble (1 credit)
The wind ensemble is open to any student who plays a woodwind, brass, or percussion instrument. The wind ensemble performs significant literature, which is selected to stimulate both the musicians and the audience. The course may be repeated for credit. Either semester

‡MU 113 Jazz Band (1 credit)
Prerequisite: Audition
The jazz band is open by audition on the first Thursday of the fall semester and limited to twenty musicians who wish to perform in the big band style. Performances provide the student with an opportunity to apply musical skills acquired through practice and rehearsal. The course may be repeated for credit. Either semester

‡MU 115 Instrumental Ensemble (1 credit)
A mixed group of instrumentalists that studies and performs appropriate works. Ensembles formed as interest indicates. Course may be repeated for credit. Either semester

‡MU 118 Chorale (1 credit)
A group of mixed voices which studies and performs compositions representative of various styles, periods, and cultures. Performances presented throughout the academic year often include major works with orchestral accompaniment. The course may be repeated for credit. Graded on a pass/fail basis. Either semester

‡MU 119 Vocal Ensemble (1 credit)
Prerequisite: Concurrent enrollment in MU 118 and audition
A select group of mixed voices which studies and performs chamber vocal music representative of various styles, periods and cultures. This a cappella ensemble represents the college both in the United States and abroad. The course may be repeated for credit. Graded on a pass/fail basis. Either semester
MU 120 Class Guitar I (Classical Guitar) (3 credits)
This course is an introduction to the fundamentals of classical guitar playing for those with or without prior experience. Through the performance of classical music, folk songs, American spirituals and pop melodies, the beginning guitar student will learn to read music, grasp basic theory, understand terminology and identify the different stylistic periods in music. Satisfies the GER in Artistic Modes of Expression. (studio course). Either semester

MU 121, 221, 321, 421 Performance Studies I, II, III, IV (Private Lessons – Brass) (1 credit†)
Prerequisite: Consent of the instructor for 200 level and above only
The sequence provides private instruction for those students who wish to improve their proficiency in playing brass instruments. The material is selected according to the ability of the student. The lessons are for a one hour period per week. The course may be repeated for credit. Additional fee required. Either semester

MU 122, 222, 322, 422 Performance Studies I, II, III, IV (Private Lessons – Percussion) (1 credit†)
Prerequisite: Consent of the instructor for 200 level and above only
The sequence provides private instruction for those students who wish to improve their proficiency in playing percussion instruments. The material is selected according to the ability of the student. The lessons are for a one hour period per week. The course may be repeated for credit. Additional fee required. Either semester

MU 123, 223, 323, 423 Performance Studies I, II, III, IV (Private Lessons – Violin, Viola) (1 credit†)
Prerequisite: Consent of the instructor for 200 level and above only
The sequence provides private instruction for those students who wish to improve their proficiency in playing upper string instruments. The material is selected according to the ability of the student. The lessons are for a one hour period per week. The course may be repeated for credit. Additional fee required. Either semester

MU 124, 224, 324, 424 Performance Studies I, II, III, IV (Private Lessons – Woodwinds) (1 credit†)
Prerequisite: Consent of the instructor for 200 level and above only
The sequence provides private instruction for those students who wish to improve their proficiency in playing woodwind instruments. The material is selected according to the ability of the student. The lessons are for a one hour period per week. The course may be repeated for credit. Additional fee required. Either semester

† Performance Studies at the 400 level may be taken for graduate credit.

MU 125, 225, 325, 425 Performance Studies I, II, III, IV (Private Lessons – Classical Guitar) (1 credit†)
Prerequisite: Consent of the instructor for 200 level and above only
The sequence provides private instruction for those students who wish to improve their proficiency in playing the instrument. The material is selected according to the ability of the student. The lessons are for a one hour period per week. The course may be repeated for credit. Additional fee required. Either semester

MU 126, 226, 326, 426 Performance Studies I, II, III, IV (Private Lessons – Cello, Bass) (1 credit†)
Prerequisite: Consent of the instructor for 200 level and above only
The sequence provides private instruction for those students who wish to improve their proficiency in playing lower string instruments. The material is selected according to the ability of the student. The lessons are for a one hour period per week. The course may be repeated for credit. Additional fee required. Either semester

MU 130 Voice Class I (3 credits)
Through the performance of songs of different nationalities, the student gains knowledge of basic vocal technique, general musicianship and terminology. Satisfies the GER in Artistic Modes of Expression (studio course). Either semester

MU 131, 231, 331, 431 Performance Studies I, II, III, IV (Private Lessons – Voice – Singing) (1 credit†)
Prerequisite: Consent of the instructor for 200 level and above only
The sequence provides private instruction for those students who wish to improve their ability in singing. The material is selected according to the ability of the student. The lessons are for a one hour period per week. The course may be repeated for credit. Additional fee required. Either semester

MU 140 Class Piano I (3 credits)
Through the performance of compositions by master composers and arrangements of symphonic literature, folk songs, spirituals, seasonal and patriotic songs, the beginning piano student learns basic piano technique, elementary theory, general musicianship, terminology and the different stylistic periods in music. Satisfies the GER in Artistic Modes of Expression (studio course). Either semester

MU 141, 241, 341, 441 Performance Studies I, II, III, IV (Private Lessons – Piano) (1 credit†)
Prerequisite: Consent of the instructor for 200 level and above only
The sequence provides private instruction for those students who wish to improve their ability at the keyboard. The material is selected according to the ability of the student. The lessons are for a one hour period per week. The course may be repeated for credit. Additional fee required. Either semester

Note: This section is arranged in course number. See pages 210-211 (course prefix key) for assistance in locating department sections.
MU 150 Classroom Music (3 credits)
An integrated approach to the use of music in the elementary school which serves to enhance the student's knowledge and ability to use music in the classroom. Either semester

MU 160 Music: A Listening Approach (3 credits)
This course, designed for students with no previous musical training, explores art music of the Western world and gives the beginner the knowledge and skills necessary for more informed listening. Music surveyed may include symphonies, concerti, songs, operas, and other works, from various historical periods. Satisfies the GER in Artistic Modes of Expression. Either semester

MU 162 Music in African Culture (3 credits)
This course surveys the musical traditions of Africa with respect to its historical, social and cultural backgrounds. Musical organizations, instrumental and vocal techniques and important aspects of style are treated. Satisfies the GER in Non-Western Civilization. Either semester

MU 163 Music of the Non-Western World (3 credits)
This course is an introductory survey of selected Non-Western musical traditions including those of Asia, Latin America, Oceania and the Middle East. Topics include song and dance styles, musical instruments, social context and function of performance genres, musical structures, traditional vs. modern styles and aesthetic principles. Satisfies the GER in Non-Western Civilization. Either semester

MU 165 Introduction to Women Composers (3 credits)
This course surveys the contributions of women composers to the Western art music tradition, from the medieval period through the 20th century, with attention to historical and sociological contexts as well as fundamental concepts in art music. Satisfies the GER in Artistic Modes of Expression.

MU 166 Survey of American Jazz (3 credits)
This course traces the development of jazz from 1890 to the present, noting its origins, its place in mainstream American music and its influence on other American and European musical styles. Satisfies the GER in Artistic Modes of Expression. Either semester

MU 170 Music Fundamentals (3 credits)
A course designed for beginners who wish to develop music literacy. Pitch, rhythm, chords, and major and minor scales are among the topics studied. Evaluations are based on both written work and musical performance. Satisfies the GER in Artistic Modes of Expression. Either semester

MU 171 Music Theory I (3 credits)
Prerequisite: MU 170 or consent of the instructor
Beginning harmony and counterpoint: writing in small forms and chorale harmonization, written exercises, ear training and keyboard work. Spring semester

MU 172 Music Theory II (3 credits)
Prerequisite: MU 171 or consent of the instructor
A continuing technical course in the study of 18th and 19th century harmony. Topics studied include seventh chords through chords of the augmented sixth, figured bass, analysis, harmonization of melody, and counterpoint. Fall semester

¶MU 183 String Ensemble (1 credit)
The string ensemble is open by audition to all students of the college. The group performs standard and contemporary chamber music selected to showcase the strengths of the ensemble. The course may be repeated for credit. Either semester

MU 232 Diction for Singers (3 credits)
Prerequisite: MU 130 or consent of the instructor
This course instructs singers to produce clear, intelligible diction while maintaining a melodic line and correct intonation in standard English, Italian/Latin, French, and German vocal repertory. The foreign language being used by the choral or chamber singers may be included as an area of study.

MU 240 Class Piano II (3 credits)
Prerequisite: MU 140 or consent of the instructor
The continuation of Class Piano I presents a detailed study of works from the Baroque to the Contemporary periods. The student gains facility in the art of phrasing, use of dynamics and attention to tempos. Satisfies the GER in Artistic Modes of Expression (studio course). Spring semester

MU 261 Music History I (3 credits)
Prerequisite: MU 171 or consent of the instructor
An historical and technical survey of music of the Middle Ages through the Baroque period, with emphasis on the changing musical language, the various social and cultural roles of composition and performance, and the history of musical styles. Fall semester

MU 262 Music History II (3 credits)
Prerequisite: MU 171 or consent of the instructor
An historical and technical survey of music of the Classical Era through the present day. Continues Music History I, with emphasis on the changing musical language, the various social and cultural roles of composition and performance, and the history of musical styles. Spring semester

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
MU 270 Sight-Singing and Ear-Training I (3 credits)
Prerequisite: MU 171
This course enhances the student's aural skills, developing the understanding of musical notation through exercises in sight-reading and musical dictation.

MU 274 Creating Music (3 credits)
Prerequisite: MU 171 or consent of the instructor
An exploration and organization of the many sounds around us to create music. Skills in performance and knowledge of music fundamentals are utilized and continually developed. All creative endeavors are performed, discussed and evaluated in class. Spring semester

MU 351 Conducting (3 credits)
Prerequisite: MU 261 or MU 262 or consent of the instructor
Designed for the beginning choral or instrumental conductor, this course includes basic conducting patterns, score reading and analysis, baton and rehearsal techniques.

MU 363 Music of Bach, Handel, and Vivaldi (3 credits)
Prerequisite: MU 261
This in-depth study of music by Bach, Handel and Vivaldi focuses on representative works from several genres, including cantata, oratorio, concerto, suite, and sonata.

MU 364 Music of the Classical and Romantic Periods (3 credits)
Prerequisite: MU 262
An in-depth study of music of the Classical and Romantic eras, focusing on the history and styles of the symphony, sonata, song, string quartet, opera, and other genres.

MU 366 American Music of the Twentieth Century (3 credits)
Prerequisite: MU 262
This course examines music by 20th century American composers, taking an historical and analytical approach to genres such as symphony, chamber music, song, opera, musical theatre and jazz. Works by Ives, Copland, Gershwin, Bernstein and others will be studied. Spring semester

MU 367 Music by Women Composers (3 credits)
Prerequisite: MU 261 or MU 262
This course surveys Western art music composed by women, with attention to sociological and cultural issues as well as analysis of music from several periods and genres.

MU 370 Sight-Singing and Ear-Training II (3 credits)
Prerequisite: MU 270
The continuation of MU 270. Students achieve a high level of fluency by reading graded advanced unison, two-, three-, and four-part studies, as well as combined rhythmic and melodic dictation, and one- and two-part rhythmic exercises for aural proficiency.

MU 371 Counterpoint (3 credits)
Prerequisite: MU 172
An analytical and practical exploration of melodic and contrapuntal techniques, relying upon extensive student exercises in composition and singing; emphasis on styles of the 16th through the 18th centuries.

MU 372 Form and Analysis of Music (3 credits)
Prerequisite: MU 172
Advanced analysis of the harmony, rhythm, melody, texture, and structure of selected works of music.

MU 373 Composition I (3 credits)
Prerequisite: MU 172
A technical and practical exploration of the materials and methods of musical composition centered around the students' own creative exercises.

MU 375 Orchestration and Arranging (3 credits)
Prerequisite: MU 172, MU 262
Students will learn principles of score mechanics, vocal and instrumental ranges and capabilities, and apply that knowledge in musical assignments for a variety of ensembles.

MU 388 Instrumental Techniques (3 credits)
Prerequisite: MU 261 or MU 262
Students will learn assembly, maintenance, performance and pedagogy for the four main families of orchestral instruments (woodwinds, brass, percussion and strings).

MU 399 Special Topics in Music (3 credits)
A topic of special interest to faculty and/or students will be explored; emphasis may be on history, theory, or performance. This course may be taken more than once.

MU 440 Advanced Keyboard Skills (3 credits+)
Prerequisite: MU 240
This course teaches advanced keyboard musicianship skills that lead to facility in the harmonization of melodies, transposition, score reading, figured bass realization and lead sheet chord symbols interpretation.

MU 453 Music for Early Childhood (3 credits+)
Prerequisite: MU 172 and consent of the instructor
Designed for elementary education students, teachers and those interested in primary grades. The study of music as it relates to the developmental process of children of nursery, kindergarten and primary grades. Program planning, activities and materials, which help promote musical growth in children and music skills for the teacher. Special attention is given to singing, listening and use of recorded materials.

† May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
MU 455 Creative Activities in Elementary School Music (3 credits)
Prerequisite: MU 170 or consent of the instructor
This course is designed to develop analytical thinking and practical skills related to teaching vocal and general music in the primary and intermediate grades. Emphasis is on teaching craft, curriculum development, and the vocal mechanism for this level. Fall, every other year (formerly MU 355)

MU 456 Methods in Music Education (3 credits+)
Prerequisite: MU 172 and consent of the instructor
This course will examine the instructional approaches of Emile Jaques-Dalcroze, Zoltan Kodaly, Carl Orff, and Shinichi Suzuki and the use of each in school music settings. Emphasis will be placed upon the instructional use of each with respect to singing, moving, instrument playing, listening and creative experiences.

MU 457 School Music Programming (3 credits+)
Prerequisite: MU 351
Students will learn principles of managing, organizing and administering a school music program. Course topics range from recruiting to cooperating with parent's organizations. Students will network with local school directors and learn evaluation and assessment procedures.

MU 458 Introduction to Orff Schulwerk (3 credits+)
Prerequisite: MU 171 and MU 172 or consent of instructor
This is a two-week intensive workshop introducing basic principles and practices of the Orff Schulwerk approach to teaching music. Taught by a certified Orff instructor, this course incorporates interactive participation in music and movement and develops and applies basic skills in movement, speech, singing, and playing instruments. Especially valuable for elementary and middle school teachers.

MU 459 Foundations of Music Education (3 credits+)
Prerequisite: MU 172 and consent of the instructor
This course will examine the fundamental philosophical, historical, sociological, and psychological issues affecting the teaching and learning of music in school settings. Emphasis will be placed upon the purposes and functions of music in American schools in relation to efficient and effective planning of curriculum and instruction. Through the consideration of musical, educational, historical, psychological and other issues, this course will integrate the student's musical studies with his general education coursework.

MU 483 Choral Techniques (3 credits+)
Prerequisite: MU 351 and MU 440 or consent of the instructor
This course will fulfill one of the subject matter knowledge areas necessary for provisional/full certification. Subjects will include advanced conducting and rehearsal techniques, a study of style and interpretation, and the development of the choral sound. Planning, organizing and evaluating the choral program and its participants will also be part of the curriculum.

MU 499 Directed Study in Music (1-3 credits)
Prerequisite: Consent of the department
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. Either semester

MU 503 Directed Study (credit to be arranged)
Designed for the graduate student who desires to study selected topics in a specific field. For details consult the paragraph entitled "Independent Study" in the Graduate and Continuing Education section of this catalog. This course may be repeated.

MU 552 Seminar in Music Education Problems (3 credits)
Prerequisite: MU 453 or MU 456 or MU 459 or consent of the instructor
After current problems in the music education field have been recognized and analyzed, an attempt will be made to arrive at reasonable solutions which are educationally and musically sound.

MU 554 Research in Music Education (3 credits)
Sources, methods and types of research used in scholarly inquiry, including techniques used in planning and conducting a survey.

MU 558 Orff Schulwerk Teacher Training: Level I (3 credits)
Prerequisite: MU 171 and MU 172 or consent of instructor
This is a two-week intensive workshop introducing basic principles and practices of the Orff Schulwerk approach to teaching music. Taught by a certified Orff instructor, this course incorporates interactive participation in music and movement and develops and applies basic skills in movement, speech, singing and playing instruments. The course follows the guidelines established by American Orff Schulwerk Association (AOSA) for Level I certification. Offered in summer only

MU 559 Orff Schulwerk Teacher Training: Level II (3 credits)
Prerequisite: MU 558
This is a two-week intensive workshop extending basic principles and practices of the Orff Schulwerk approach and providing more advanced training in composition as well as pedagogical practice. Taught by a certified Orff instructor, this course continues application of basic skills in movement, speech, singing and playing instruments and develops further understanding of diatonic composition and practice and use

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
of complex and mixed meter. The course follows the guidelines established by American Orff Schulwerk Association (AOSA) for Level II certification. *Offered in summer only*

**Other Approved Courses:**
MU 117 Women's Glee Club
MU 167 The Music of Black Americans
MU 230 Voice Class II
MU 255 Music Materials for Elementary Teachers
MU 320 Class Recorder
MU 368 Folk Music of Canada
MU 374 Composition II
MU 413 Advanced Choral Conducting
MU 473 Composition III
MU 474 Composition IV
MU 502 Research
MU 511 Advanced Choral Literature
MU 512 Contemporary Trends in Choral Literature
MU 561 Music and Communication

---

**NATURAL SCIENCES (NS)**

**NS 300 Science and the Impact of Technology**
(3 credits)
A study of the interplay of science and technology, the environmental, social, and economic consequences of technology, the effect of technical change on society, the management and control of technology and the nature of the technological decision-making process.

**NS 400 Senior Interdisciplinary Seminar in Environmental Science**
(3 credits)
*Prerequisite: An introductory course in environmental science or consent of the instructor*
Current environmental issues will be discussed and analyzed in detail from an interdisciplinary viewpoint. The importance of thorough analysis and planning in developing long-term solutions to environmental problems will be emphasized. Faculty with appropriate interdisciplinary backgrounds will participate.

**NS 411 Introduction to Medicine for the Non-physician**
(3 credits)
*Prerequisite: BI 102 (or equivalent) and a semester of a college-level course in chemistry or physics, or consent of the instructor*
A survey of human medicine. Topics selected from anatomy, physiology, medical embryology, radiology, diagnosis, laboratory medicine, pathology, treatment of disease and disease prevention.

**NS 511 Watersheds I: Principles of Hydrology and Remote Sensing for Investigating Land Use Impacts on Water Resources**
(3 credits)
*Prerequisites: BI 225 and at least one course in either CH 131 or CH 132, Earth Science or Geography; a course on computer applications; or consent of instructor*
This is an interdisciplinary course on hydrology and land use assessment for professional development of watershed educators working on projects in local watersheds. The RiverNet Watershed Access Lab will be used to advance local community watershed initiatives that improve water quality and protect watershed resources. Workshops and projects will emphasize hands-on training in hydrology, determining watershed area, stream flow profiles and assessment of land use through color I.R. photos and satellite image analysis. The project goal will be to evaluate land use impacts on water quality in the local community of each team and is designed as a preparatory course for NS 521: Watersheds II. *Summer Session I*

**NS 514 Scientific Telecommunications**
(2-6 credits)
*Prerequisite: CH 512 or consent of the instructor*
An introduction to the uses of personal computer based electronic telecommunication techniques and the application of these techniques to the sciences. The following topics will be considered: microcomputers, serial interfaces, modems, communications software, bulletin board software, communication protocols, message transfer, file transfer, text editing, microcomputer to mainframe and scientific calculations. If the course is taken for more than 2.0 credits, a project will be required.

**NS 521 Watersheds II: Stream Ecology, Water Quality Investigation and Land Use Impacts on Water Resources**
(6 credits)
*Prerequisite: BI 225 and at least one course in either CH 131 or CH 132, Earth Science or Geography; a course on computer applications; or consent of instructor; Recommended: NS 511 Part I, Summer Session II, 4 credits Part II, Fall semester, 2 credits*
This is an interdisciplinary course for teacher professional development in water quality and land use impacts in local watersheds. The RiverNet Watershed Access Lab will be used to advance local community watershed initiatives that improve water quality and protect watershed resources. Workshops and projects will emphasize hands-on training in stream ecology, water quality assessments and the use of GIS (Geographic Information Systems). The project goal will be to evaluate land use impacts on water quality in the local community of each team. A local watershed initiative project/curriculum will be developed by each participant and presented the following spring at a Watershed Access Lab one-day conference.

**NS 525 Mathematical Applications to the Natural Sciences**
(3 credits)
*Prerequisites: High school/middle school teacher of mathematics or sciences*
A series of lessons will be offered in which the application of mathematics to various areas of science will be offered. Guest speakers will present material from their area of expertise. Demonstrations of classroom presentation of the material will be given.

---

*Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.*
PE 100 Applied Musculoskeletal Anatomy (3 credits)
Includes a fundamental study of the human body and its parts, with special emphasis on bones, muscles, joints and tissues involved in basic movement patterns.

PE 117 Historical and Philosophical Foundations of Sport and Physical Education (3 credits)
An historical and philosophical study of sport and physical education, including an overview of the biological and normative/humanities areas constituting the discipline of sport studies.

PE 131 Volleyball I—Beginner (1 credit)
Concepts and fundamental skills of volleyball, team play, rules and game strategy.

PE 132 Field Hockey I (1 credit)
Development of basic skills, concepts and strategies for playing the game with understanding and application of rules.

PE 133 Basketball—Beginner (1 credit)
Fundamental skills of basketball, elementary offense and defense strategies.

PE 135-136 Freshman Honors Colloquium (1 credit each semester)
Prerequisite: Consent of the instructor
Freshman Honors Colloquia in Physical Education allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. Open to All-College Honors students and to others at the discretion of the instructor. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. PE 135 Fall semester, PE 136 Spring semester

PE 140 Women's Lacrosse (1 credit)
Fundamental skills, strategies, rules and knowledge for playing the women's game.

PE 141 Soccer (1 credit)
Fundamental skills of soccer including: kicking techniques, trapping, heading, offensive and defensive strategy and rules of the game.

PE 145 Flag Football (1 credit)
Concepts and fundamental skills of the game including rules and strategy of play.

PE/CT 146 Dance Appreciation (3 credits)
This course explores the basic components of dance and enables students to appreciate the art of dance as an informed audience and as participants in its rich variety. Offered for credit in both the Movement Arts, Health Promotion and Leisure Studies and the Communication Studies and Theatre Arts Departments. Satisfies the GER in Artistic Modes of Expression.

PE 150 Beginner Swimming (1 credit)
This course is for the non-swimmer or beginner swimmer (shallow water only). Emphasis is on water adjustment, primary skills, stroke readiness and stroke development comparable to American Red Cross swimming course levels I, II, III.

PE 152 Lifeguard Training (2 credits)
This course will emphasize the philosophy, requirements, duties and responsibilities of a lifeguard. Successful completion of course requirements will earn Red Cross Certification in Lifeguard Training and First Aid, CPR for the Professional Rescuer, and additional modules in automated external defibrillation, disease prevention and transmission, and oxygen administration for the Professional Rescuer will be included.

PE 153 Jazz Dance (1 credit)
This course provides experiences with a variety of jazz styles, including lyric and percussive. Emphasis is on performance of choreographed routines and mastery of isolations and syncopation's.

PE 154 Ballet (2 credits)
This semester course is aimed at the mastery of basic ballet technique including work at the barre, center adagio and allegro and across the floor combinations.

PE/CT 155 Dance Practicum (1 credit)
In this class students will choreograph and rehearse dances for a concert performance. Concurrent enrollment in a dance class is strongly advised. Offered for credit in both the Movement Arts, Health Promotion and Leisure Studies and the Communication Studies and Theatre Arts Departments. Fall semester is open to all; spring semester is open by audition only. Graded on a pass/fail basis. This course may be repeated.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
PE/CT 156 Movement and Dance for Actors
(3 credits)
Exercises in developing and communicating a character through movement. Introduction to theatre movement, including dance, styles and conditioning. Offered for credit in both the Movement Arts, Health Promotion and Leisure Studies and the Communication Studies and Theatre Arts Departments.

PE 157 Movement and Relaxation I (1 credit)
Theories and techniques of yoga and relaxation and basic movement related to daily activities.

PE 158 Dance for Games and Sport-Theory, Practice and Performance (1 credit)
This course will introduce students to the theory, practice and performance of dance and its application to games and sport. Students enrolled will heighten their physical capabilities, amplify creative potential, and ultimately enhance their performance in games and sport. Offered alternate years.

PE 161 Folk Dance (1 credit)
Folk dance terminology, formations and dance steps. Course will include insight into the background and customs of the people in the countries where the dances originated.

PE 162 Creative Modern Dance I (1 credit)
This course is an introduction to the creative and technical elements of modern dance. There will be explorations of body movements in time through space with force.

PE 163 Aerobics (1 credit)
A series of easy to learn dances that combine the health and figure benefits of jogging with the fun and vigor of dancing. It is recommended that participants should be in good physical condition and anyone over 35 years have a physical examination prior to enrolling in the class.

PE 164 Square Dance (1 credit)
An introduction to the contemporary square dance.

PE 165 Tap Dance I (1 credit)
This course will explore the basic skills of tap dance using physical practice analysis, film critiques and performance. Basic tap vocabulary will be mastered.

PE 166 African Dance (1 credit)
This course will introduce students to the dance styles of Africa and the Caribbean using the Dunham techniques as its technical base. There will be discussion of the cultural history of African and Caribbean styles and their effect on American dance.

PE 167 Street Dance (1 credit)
This course will deal with the basic technique of street dance from electric boogie to hip-hop and electric slide. Students will be encouraged to share from their own dance background.

PE 168 Ballroom Dance (1 credit)
This course will introduce students to the basic steps, rhythms and timing and performance. Dances covered will include the waltz, fox trot, swing, polka and a sampler of Latin dances.

PE 170 Bowling I – Beginner (1 credit)
Concepts and fundamentals of bowling: approach, delivery, follow through and strategy of play. $4.50 per week fee, approximately.

PE 173 Archery I – Beginner (1 credit)
Concepts and fundamental skills of archery including methods of aiming, scoring and introduction to novelty events.

PE 174 Tennis I – Beginner (1 credit)
Concepts and fundamental skills of tennis including forehand, backhand, serve, rules and strategy of singles and doubles play.

PE 175 Golf I – Beginner (1 credit)
Concepts and fundamental skills of the game including rules and scoring. A minimal fee of approximately $3.00 for use of facilities will be charged.

PE 176 Badminton I – Beginner (1 credit)
Fundamental skills, rules and game concepts in order to prepare students for satisfying play experiences.

PE 177 Coaching Basics (1 credit)
This course provides a “Level 1” coach by the American Coaching Effectiveness Program.

PE 186 Track and Field (1 credit)
Skills of track and field including running, jumping, throwing events and their progressions.

PE 188 Jogging and Road Running (1 credit)
An introduction to jogging and road running. Emphasis on knowledge and application of training technique and running mechanics, as they apply to the spectrum of running, from jogging to road racing and marathoning.

PE 190 Conditioning (1 credit)
Concepts, exercises and activities related to the development of physical fitness, including isometrics, weights and running.

PE 193 Weight Training (1 credit)
Emphasis will be on concepts and development of physical fitness through individualized weight training programs.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 194</td>
<td>Wrestling (1 credit)</td>
<td></td>
<td>Fundamentals of college wrestling with emphasis on mat skills, rules, scoring and strategy. Offered fall only.</td>
</tr>
<tr>
<td>PE 196</td>
<td>Fencing I – Beginner (1 credit)</td>
<td></td>
<td>Concepts and fundamental skills of fencing including defense, feints, lunges, parries, ripostes and disengages.</td>
</tr>
<tr>
<td>PE 200</td>
<td>Fitness for Life (3 credits)</td>
<td></td>
<td>This course is concerned with aiding the student to achieve a lifetime of physical vigor, good health and sense of well being. Its emphasis is on the biological basis, planning and implementing of an ongoing program of self care through physical activity and proper nutrition.</td>
</tr>
<tr>
<td>PE 201</td>
<td>Apprenticeship in Exercise Science and Health Fitness (1 credit)</td>
<td></td>
<td>The course is an introductory fieldwork experience in the design and conduct of preventive and rehabilitative exercise programs. In addition to the class work, the student will observe and assist in the operation and supervision of an established program.</td>
</tr>
<tr>
<td>PE 203</td>
<td>Basic Rock Climbing (1 credit)</td>
<td></td>
<td>Development of fundamental skills and techniques used in rock climbing with special attention to belaying and safety considerations.</td>
</tr>
<tr>
<td>PE 204</td>
<td>Theory and Practice of Progressive Resistance Training (2 credits)</td>
<td></td>
<td>This course consists of a study of the procedures used to train people to enhance their musculoskeletal fitness through progressive resistance exercise. One hour of lecture and two hours of laboratory periods will be conducted weekly over the entire semester.</td>
</tr>
<tr>
<td>PE 205</td>
<td>Introduction to Teaching Physical Education in the Public Schools (2 credit)</td>
<td></td>
<td>This course is designed to give students information about teaching physical education as a profession. Through discussion and direct observation of the teaching-learning environment, students will be able to study and observe the characteristics of learners of different age and grade levels as well as the philosophy, goals and objectives of programs for various certification levels. Fall semester</td>
</tr>
<tr>
<td>PE 209</td>
<td>Theory and Practice of Metabolic Training (2 credits)</td>
<td></td>
<td>This course will provide the theory behind aerobic and anaerobic training and will provide students with sufficient activity to produce a training effect in the various metabolic systems.</td>
</tr>
<tr>
<td>PE 210</td>
<td>Developmental Kinesiology (3 credits)</td>
<td>PE 100</td>
<td>This course uses a developmental approach to introduce the student to fundamental motor patterns. The anthropometrics and basic biomechanics that affect each motor pattern, are highlighted. Emphasis is placed on typical development as presented throughout the life span.</td>
</tr>
<tr>
<td>PE 212</td>
<td>Strategies and Analysis of Motor Skills (3 credits)</td>
<td>PE 205</td>
<td>This course is an introduction to the learning and development of motor skills and movement principles. Fundamental assessment and evaluation concepts and procedures will be studied and applied. Offered Spring semester.</td>
</tr>
<tr>
<td>PE 217</td>
<td>Principles of Motor Learning (3 credits)</td>
<td></td>
<td>Introduces the student to the concepts and principles concerned with learning and performance of movement skills.</td>
</tr>
<tr>
<td>PE 225</td>
<td>Observation and Analysis of Movement for Children (4 credits)</td>
<td></td>
<td>An introduction to the movement approach to games, dance, and gymnastics with emphasis on program content and progression using the thematic approach. Spring semester</td>
</tr>
<tr>
<td>PE 231</td>
<td>Volleyball II – Intermediate (1 credit)</td>
<td>PE 131 or comparable experience</td>
<td>A follow-up of Volleyball I with emphasis on increased proficiency of performance and game strategy.</td>
</tr>
<tr>
<td>PE 233</td>
<td>Basketball II – Intermediate (1 credit)</td>
<td>PE 133 or comparable experience</td>
<td>A follow-up of Basketball I with emphasis on advanced strategy and game play.</td>
</tr>
<tr>
<td>PE 235</td>
<td>Rhythmic Activities: Programming For All Ages (1 credit)</td>
<td></td>
<td>Designed to provide a basic understanding of rhythmical movements and their application for programming for all age groups. The course will include a variety of expressive locomotor, non-locomotor and manipulative movements.</td>
</tr>
<tr>
<td>PE/ID 236</td>
<td>Games and Sport of Arctic People (3 credits)</td>
<td></td>
<td>A historical and philosophical study of the games and sport of traditional Arctic people, including an overview of the cultural attributes that inform the above. Satisfies the GER in Non-Western Civilization.</td>
</tr>
</tbody>
</table>
PE 243 Ballet II (2 credits)
Prerequisite: PE 154 or previous experience in ballet
This course is a continuation of work begun in Ballet I. Ballet technique will be learned at the barre, in center adagio and allegro combinations and in traveling across the floor.

PE 244 Softball (1 credit)
Concepts and fundamental skills of the games including rules and strategy of play. Spring semester

PE 250 Intermediate Swimming (1 credit)
Prerequisite: PE 150 or comparable experience
This course is for the deep-water swimmer and provides continued development on more advanced swimming skills, strokes, diving and survival techniques. Both semesters

PE/CT 251 Dance History (3 credits)
This course will offer an examination of dance as a social and artistic force from primitive to modern times. Class will include lecture and film, as well as performance of dances in historical styles. Offered for credit in both the Movement Arts, Health Promotion and Leisure Studies and the Communication Studies and Theatre Arts Departments. Satisfies the GER in Artistic Modes of Expression.

PE 252 Water Safety Instructor (3 credits)
Prerequisite: Red Cross Level VI of the Learn to Swim program or comparable skill level of proficiency as determined by a pre-course swimming and written screening test
Instruction in pedagogy and methodology for teaching Red Cross progressive swimming classes and Community Water Safety. Successful completion of course requirements will earn Red Cross Certification in Instructor Candidate Training and Water Safety Instructor.

PE 253 Jazz Dance II (1 credit)
Prerequisite: PE 153 or previous jazz dance experience
The class is a second level of jazz dance, which takes the basics and expands on them through dance combinations and locomotor patterns.

PE 254 Water Polo (1 credit)
Includes basic movements, skills and maneuvers of the sport of water polo with emphasis on offensive and defensive fundamentals and strategies, practical drills, rules and regulations.

PE/CT 255 Creative Dance I (3 credits)
This course will investigate the theory of dance through participation, composition, lecture, discussion and film. Students will learn about the elements of space, time, force, movement and style. Offered for credit in both the Movement Arts, Health Promotion and Leisure Studies and the Communication Studies and Theatre Arts Departments. Satisfies the GER in Artistic Modes of Expression.

PE/CT 256 Creative Dance II (3 credits)
Prerequisite: CT/PE 255
The use of basic elements of dance to form a set movement composition. Exercises in choreography and experiences in setting a dance for performance. Offered for credit in both the Movement Arts, Health Promotion and Leisure Studies and the Communication Studies and Theatre Arts Departments. Spring semester

PE 257 Movement and Relaxation – Theory, Practice and Performance (1 credit)
This course will introduce students to the theory, practice and performance of yoga, relaxation procedures and basic movements related to daily activities.

PE 258 Modern Dance Technique (1 credit)
The course will deal with the performance of modern dance technique through the study of styles of various modern dance artists.

PE/CT 259 Dance Repertory (1 credit)
Students will be taught a major choreographic work by faculty and/or guest artists. Offered for credit in both the Movement Arts, Health Promotion and Leisure Studies and the Communication Studies and Theatre Arts Departments. Spring semester

PE/CT 260 World Dance (3 credits)
An introductory overview to some of the major dance traditions of the world, with emphasis on Asia, the Pacific, Africa and the Arctic. Satisfies the GER in Non-Western Civilization.

PE 262 Modern Dance II (1 credit)
The course is a continuation of the creative and technical performance of modern dance. Greater emphasis will be placed on individual and group compositions and improvisations.

PE 265 Tap Dance II (1 credit)
Prerequisite: PE 165 or consent of the instructor
This course will build on the basic skills learned in Tap Dance I to enable the student to learn more complex skills and combinations. New skills will be learned through practice and performance, analysis and critique of masters of tap.

PE 268 Ballroom Dance II – Theory, Practice and Performance (1 credit)
Prerequisite: PE 168 or consent of the instructor
This course will be a continuation of the theory, practice and performance of ballroom dance. Intermediate theory, practice and performance of the swing, tango, cha cha, waltz, fox trot and selected Latin dances will be covered.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
PE 270 Bowling II – Intermediate (1 credit)
Prerequisite: PE 170 or comparable experience
A follow-up of Bowling I with emphasis on increased skill and consistency. $2.50 per class meeting, approximately.

PE 274 Tennis II – Intermediate (1 credit)
Prerequisite: PE 174 or comparable experience
A follow-up of Tennis I with emphasis on volley, lob, smash, and game strategy.

PE 276 Badminton II – Intermediate (1 credit)
Prerequisite: PE 176 or comparable experience
A follow-up of Badminton I with emphasis on advanced skills, singles and doubles play, and game strategy.

PE 278 Bicycle Touring (1 credit)
An understanding and appreciation for the sport of cycling through the application of body mechanics, cycling techniques, knowledge of multi-geard bikes and the many aspects of touring. Students must have a 10-speed bike.

PE 280 New Games (1 credit)
This course is designed to introduce the philosophy of new games and develop a repertoire of non-competitive, cooperative and collaborative games suitable for a variety of age groups. The students will experience the psychomotor and affective components embodied in the new games concept.

PE 281 Theory and Practice of Educational Dance (2 credits)
This course will involve students in creative/expressive dance using Laban's Movement Framework as a basis for content. Knowledge of this content will give students a foundation for dance teaching in all settings. Additionally, students will have an opportunity to choreograph dance sequences both individually and in small groups. The intent is for both the non-dancer and the trained dancer to be comfortable in the creative environment. Offered Fall semester.

PE 285 Gymnastics (2 credits)
Concepts and fundamental skills of vaulting, balance beam, parallel bars, uneven parallel bars, high bar, side horse, rings and free exercise.

PE 286-287 Sophomore Honors Colloquium (1 credit each semester)
Prerequisite: Consent of the instructor
Sophomore Honors Colloquia in Physical Education allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. Open to All-College Honors students and to others at the discretion of the instructor. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. PE 286 Fall semester, PE 287 Spring semester

PE 315 Teaching Team and Individual Sports (4 credits)
Prerequisite: PE 212 and admission to the Professional Education Program
Methodologies, teaching strategies, materials and media for introducing, developing and evaluating skills and knowledge of selected team and individual sports. Fall semester

PE 318 Socio-Cultural Foundations of Sport (3 credits)
This course provides an introduction to the study of sport as a social institution and an element of culture. Major topics include the roles of sport in society, the relationship of sport to other social institutions and variations in sport across cultures.

PE 324 Physical and Motor Development of Individuals with Disabilities (3 credits)
Prerequisite: PE 217
This course addresses the etiology, treatment, developmental sequence and functional abilities of disabled and handicapped populations. The course also emphasizes concepts of physical fitness, motor and physical skill development, concepts related to competitive and cooperative social interaction as well as the constructive use of leisure. Topics presented will include the visually impaired, blind, mentally retarded, cerebral palsy, spina bifida, muscular dystrophy and postural disorders. The diagnostic prescriptive process will be stressed along with the latest screening and assessment instruments and techniques.

PE 326 Teaching Physical Education to Children (3 credits)
Prerequisite: PE 205, PE 225 and admission to the Professional Education Program
A study of the movement approach to teaching physical education to children with emphasis on developing content and methodology. Students will engage in pre-practicum experience with children in an on-campus setting focusing on: developing, analyzing and improving teaching behavior and developing teaching materials. Fall semester

PE 329 Teaching and Curriculum Development in the Middle and Junior High School (3 credits)
Prerequisite: PE 212 or 225; PE 217; PE 385 or 210 and admission to the Professional Education Program
This course will focus on teaching and curriculum development for physical education in the middle and junior high school. Emphasis will be placed on important trends in our society and an understanding of what physical education can and should mean to the education of transadolescents. Teaching concepts as well as equity issues, comprehensive curriculum planning and evaluation will be studied. Fall semester

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
PE 335 Planning, Implementation, and Evaluation in Teaching Physical Education (6 credits)
Prerequisite: PE 315 or PE 326
Designed to develop teaching competencies related to the planning, implementation and evaluation aspects of instructional programs in physical education. Course will include current research on effective teaching, peer teaching and videotape analysis of teacher and student behavior. Spring semester (formerly PE 313)

PE 353 Creative Dance for Children (3 credits)
Prerequisite: One three credit dance course or consent of the instructor
The study and experience of dance as a creative art activity for children. For those planning to work with children in schools, camps, community centers or enrichment programs.

PE 354 Introduction to Snorkeling and Scuba Diving (1 credit)
Prerequisite: Intermediate swimming or comparable skill proficiency, successful completion of a swimming proficiency screening test
This course will cover fundamental skills, use of equipment, and safety in snorkeling and scuba diving. Students must pass a swimming proficiency pre-test during the first class to continue in the class. Offered spring semester only

PE 356 Canoeing I (1 credit)
Instruction in fundamental skills of canoeing and small craft safety techniques.

PE/CT 357 Dance Production Theory (2 credits)
Prerequisite: PE/CT 255 and PE/CT 256, or consent of the instructor
This course provides the opportunity to choreograph and plan the presentation of a major dance work. Lectures and practical assignments in choreography and stagecraft for dance will result in a plan for a dance piece. Offered for credit in both the Movement Arts, Health Promotion and Leisure Studies and the Communication Studies and Theatre Arts Departments. Fall semester

PE/CT 358 Dance Production Techniques (1 credit)
This course is an extension of PE/CT 357 Dance Production Theory and provides an opportunity for students to set a choreographed work for dancers and to rehearse it for presentation. Offered for credit in both the Movement Arts, Health Promotion and Leisure Studies and the Communication Studies and Theatre Arts Departments. Spring semester

PE 385 Biomechanics (3 credits)
Prerequisite: PE 100 and a math GER
Introduces the student to the concepts and principles of biomechanics as they relate to sport and recreational skills. Two hours lecture and two hours laboratory weekly.

† May be taken for graduate level credit.

PE 400 Physiology and Techniques of Strength Fitness (3 credits†)
To provide students with a knowledge of the effects of heavy resistance exercise training protocols on musculoskeletal integrity, metabolic capacity and various specific tissue characteristics in the human body. Thus, the course necessarily considers micro-anatomical and physiological variations associated with general strength conditioning programs, body building, Olympic lifting, power lifting, circuit training, variable resistance, isotonic, isokinetic and isometric resistance training.

PE 401 Physiology of Exercise (3 credits†)
Prerequisite: BI 100 or BI 102, or equivalent
Includes the study of systems, their interrelationships and adjustments during exercise and as a result of training. Emphasis is on current research findings and what remains to be discovered in man as a moving being. Two hours of lecture and one two-hour laboratory period weekly.

PE 402 Exercise Metabolism (3 credits†)
Prerequisite: PE 401 or equivalent
An in-depth study of human physiological principles as applied to exercise, sport activity and research. Special emphasis is on neurological control, exercise in relation to cardiovascular disease, and factors affecting performance.

PE 403 Cardiovascular Function, Analysis and Evaluation (3 credits†)
Prerequisite: PE 401 or equivalent
Includes cardiovascular dynamics as studied through anatomy, electrophysiology, and the pathology of the cardiovascular system. Specific emphasis will be placed on the analysis of the cardiovascular system through non-invasive methods of evaluation.

PE 404 Exercise Prescription and Cardiac Rehabilitation (3 credits†)
Prerequisite: PE 401 or equivalent
This course focuses on the development of individualized prescriptive exercise programming with regard to stress test evaluations and individual contraindications. Environmental conditions along with intensity, duration and frequency of physical activity will be studied in order to develop programs. Special attention will be given to high-risk populations and post-cardiac patients.

PE 405 Exercise Circulation: Mechanisms and Morphology (3 credits†)
Prerequisite: PE 401
This course provides students with a knowledge and understanding of the acute and chronic effects of exercise on the peripheral and central circulatory systems. It deals with exercise related cardiovascular dynamics, effects of frequently used medications and growth responses induced by regular exercise as well as abnormal physiological responses to exercise.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
PE 406 Personal Fitness Training (3 credits†)
Prerequisite: PE 401
The application of exercise science for safe, effective and profitable individualized training. Exercise, fitness and weight management analyzed from the perspectives of the subdisciplines and exercise science; individualized exercise prescription. Business and legal aspects.

PE 409 Planning, Implementing and Evaluating Fitness Programs (3 credits†)
This course provides students with skills needed to develop, implement and evaluate programs in fitness and rehabilitative exercise centers. Emphasis will be placed on program development, on providing instruction to individuals and groups and on administrative tasks expected of the entry-level fitness professional.

PE 414 Coaching (3 credits)
The application of teaching and learning principles as related to the player, team, coach and the athletic program. Areas to be included will be psychology and philosophy of coaching, organization and administration of the program, coaching techniques, conditioning and evaluative procedures. Offered once a year.

PE 451 Prosthetics and Orthotics (3 credits†)
This course presents principles and techniques of using ambulatory aids, prosthetics, orthotics and wheelchairs for mobility, motor development, leisure activity and sport. Emphasis will be on skill adaptations and program planning for individuals with neuromuscular disease, spinal cord injury and amputation. Course includes clinical observation and laboratory experiences.

PE 484 Physical Education for Children and Youth with Disabilities (3 credits†)
The planning and development of physical education programs considered appropriate to the needs, interests and abilities of exceptional children and youth. Emphasis will be placed on the contribution that physical education can make to the education and well being of the physically, mentally and emotionally handicapped.

PE 485 Honors Thesis (3 credits†)
This course is open to All-College and Departmental Honors students. One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. Either semester.

† May be taken for graduate level credit.

PE 491 Field Based Pre-Practicum (5-12) – Physical Education (2 credits)
Prerequisite: PE 335
Designed to provide the student with field based teaching experiences in selected settings. Students may register for PE 491-492 while concurrently registered in PE 335. One quarter either semester

PE 492 Practicum in Student Teaching (5-12) – Physical Education (12 credits)
Prerequisite: PE 491
Full-time teaching for one semester with supervision provided by members of the department faculty. Students may register for PE 491-492 while concurrently registered in PE 335.

PE 494 Advanced Study of Motor Programs for Individuals with Chronic Health Conditions (3 credits†)
Prerequisite: Undergraduate: PE 217 and PE 324; graduate: PE 484 and PE 508 or consent of the instructor
Included is the study of nutritional disturbances, emotionally disturbed, socially maladjusted, disadvantaged, and chronic medical problems. A culmination of professional experiences to include a study of perceptual motor programs, behavior modification, advanced techniques of motor assessment and grantsmanship. The role of the adapted physical educator as a resource and itinerant teacher will be presented. Offered Fall semester

PE 495 Field Based Pre-Practicum (PreK-8) – Physical Education (2 credits)
Prerequisite: PE 335
Designed to provide the student with field based teaching experiences in selected settings. One quarter either semester

PE 496 Practicum in Student Teaching (PreK-8) – Physical Education (12 credits)
Prerequisite: PE 491
Full-time teaching for one semester with supervision provided by members of the department faculty.

PE 497 Seminar in the Children’s Physical Development Clinic (3 credits†)
Prerequisite: A minimum of one year’s experience in the Children’s Physical Development Clinic and consent of the instructor
The Children’s Physical Development Clinic (CPDC) is an interdisciplinary community service program designed to enhance the physical, motor and social development of disabled children and adults 18 months through 21 years. This course affords veteran student clinicians the challenge of assisting with program development, administration and evaluation of the CPDC as well as the training and supervision of less experienced clinicians. The course is open to all majors and may be repeated once for credit with the consent of the instructor.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
PE 498 Field Experience in Physical Education  
(3-15 credits)  
Prerequisite: Consent of the department; formal application required  
A field experience offers qualified students the opportunity to gain practical experience in their major. Placements are made in both public and private agencies and are designed to complement a student’s concentration in their major.

PE 499 Directed Study in Physical Education  
(1-3 credits)  
Prerequisite: Consent of the department; formal application required  
Open to all juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits.

PE 502 Research (credit to be arranged)  
Original research undertaken by the graduate student in his or her field. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.

PE 503 Directed Study (credit to be arranged)  
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.

PE 504 Nutrition for Sports, Exercise and Weight Control (3 credits)  
This course will provide a thorough review of nutritional principles and practices essential for exercise and optimal performance in sports. Also stressed are principles and strategies for maintaining, gaining or losing weight.

PE 506 Philosophy and Principles of Physical Education (3 credits)  
Prerequisite: 6 credits in physical education  
Philosophical inquiry into the discipline of physical education including a study of trends and forces in education as they affect the field.

PE 507 Children and Their Movement Behaviors (3 credits)  
Prerequisite: 12 credits in physical education or consent of the instructor  
Current concepts and trends related to movement experiences of children with emphasis on developmental movement, and learning.

PE 508 Motor Learning (3 credits)  
Prerequisite: 3 credits in psychology  
Integration of biological and psychological concepts in the acquisition of motor skills including environmental conditions, developmental factors and learning theories.

PE 511 Research Methods in Physical Education (3 credits)  
This course will develop competencies needed to both produce and consume research in physical education and allied areas. In the development of a research proposal, students will gain an understanding of such research techniques as problem formulation, literature review, sampling, hypothesis construction, research design, instrumentation and data analysis. Fall only.

PE 513 Educational Games for Elementary and Middle School Level (3 credits)  
A comprehensive study of the movement approach to educational games with emphasis on analysis of games. Progression utilizing thematic approach and curriculum development will also be presented.

PE 514 Improving Teaching Effectiveness in Physical Education (3 credits)  
Prerequisite: PE 335 or equivalent  
The course will focus on research pertaining to teacher and school effectiveness and implications for teaching physical education. Formats through which teachers can gather data for use in self-analysis and improvement of instruction will be examined. Equity issues and the need of a multicultural society will also be discussed.

PE 515 Advances in Exercise Circulation (3 credits)  
Prerequisite: PE 401  
This course provides students with a knowledge and understanding of current theories explaining the responses of the circulation to acute and chronic exercise. It considers translocations of fluids and fluid constituents within the vascular systems and among various body compartments. It also considers potential growth responses and abnormal responses. Alternate years

PE 516 Exercise Electrophysiology (3 credits)  
This course focuses on the basic electrophysiology of the heart and the intricate electrical responses of the hearts of healthy and unhealthy individuals to exercise. Its fundamental emphases are thus exact descriptions of ECG variations, mechanisms underlying these variations and factors influencing cardiac electrophysiology.

PE 517 Experimental Processes in Physical Education (3 credits)  
This course will develop quantitative competencies required to conduct and understand experimental research typically occurring in physical education. It thus concerns basic measurement theory, probability, description and inference. Alternate years

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
PE 518 Advances in Exercise Metabolism (3 credits)
Prerequisite: PE 401 or consent of the instructor
Students will study advanced topics concerned with bioenergetics during exercise. It will focus on acute and chronic responses to exercise from various perspectives. Among topics covered will be: cardiovascular/ventilatory coupling, chemomechanical coupling, anaerobic threshold, substrate utilization, electrolyte imbalance, oxygen use and hormonal controls of metabolisms. Alternate years

PE 519 Advances in Exercise Prescription (3 credits)
Prerequisite: PE 401 or consent of the instructor
This course is concerned with special circumstances, which dictate that one must adjust either the exercise testing or prescription for an individual. It is thus focused on descriptions of special situations, testing and prescription for those situations. Other special cases considered will be: gender, children, aging, environment, arthritis, diabetes, obesity, heart disease, low fitness, high fitness, respiratory disorders and hypertension. Summer only

PE 520 Health Fitness Program Planning and Management (3 credits)
Prerequisite: At least one course in exercise physiology or consent of the instructor
Designed to address strategies essential to the development of successful exercise and health fitness programs. Emphasis will be placed on program development, motivational techniques and administrative considerations.

PE 526 Sport Law (3 credits)
This course will give the sports professional an understanding of the legal system as a whole and the unique legal problems and responsibility faced in managing a sports activity. The sports professional will be educated to identify potential legal liability, to avoid unnecessary legal risks and to minimize legal loss exposure.

PE 530 The Motor Domain: Implications for Chronic Disabilities (3 credits)
Prerequisite: PE 324 or equivalent
An in-depth study of etiologies, classifications and functional motor abilities of chronic medical conditions will be presented. Topics will include asthma, cystic fibrosis, epilepsy, cancer, obesity, diabetes, arthritis, multiple sclerosis and muscular dystrophy. The course will also emphasize unique physiological, psychological and biochemical characteristics pertaining to motor development, sport and leisure.

PE 531 Motor Performance Adaptations for Moderate and Severe Disabilities (3 credits)
Prerequisite: PE 560
This course addresses the etiologies, prevalence, characteristics and functional motor abilities of moderate and severe disabilities. Attention is given to an overview of moderate and severe populations, spinal cord injured and amputees. The course will also address such related topics as bloodborm pathogens, screening and assessment methods, related professional services, leisure placement strategies, due process, advocacy and legal considerations.

PE 532 Applied Kinesiology in Sport and Dance (2 credits)
Prerequisite: PE 385 or equivalent
In-depth analysis of sport skills and dance movements with anatomical and mechanical principles for improvement of performance, including the analysis from rudimentary skill level to the advanced level in selected areas.

PE 544 Applied Laboratory Techniques in Exercise Science (3 credits)
Prerequisite: An introductory course in exercise physiology or consent of the instructor
Students will utilize a number of laboratory techniques to assess fitness capabilities and health status of normal subjects. Focus will be on standardization of procedures and collection of reliable and valid data. An additional concern will be clear representation and interpretation of classical techniques used to routinely assess physical fitness in the laboratory. Summer only

PE 545 Physical Conditioning and Training in Sports and Exercise (3 credits)
Prerequisite: An introductory course in exercise physiology or consent of the instructor
This course is designed to provide the sport practitioner, i.e., the coach, athlete, team trainer, and physical educator, with a basic understanding of the physiologic principles underlying the physical conditioning process. Methods of planning, implementing and evaluating training programs will be the main focus of attention.

PE 546 Applied Biomechanics and Movement Analysis (3 credits)
This course provides students with a knowledge and understanding of the mechanical concepts underlying performance of motor skills. Focus is on analytic techniques, which allow students to analyze skills and effectively consume complex skill analyses conducted by others. Fall semester alternate years

PE 581 Selected Topics in Physical Education (1-3 credits)
Prerequisite: Course prerequisite may be specified depending on the nature of the topic
Special topics of current relevance in physical education will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. May take more than once with consent of adviser.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
PE 595 Internship in Physical Education (3-6 credits)
Prerequisite: 12 graduate credits of physical education and consent of adviser
An internship offers qualified students the opportunity to gain substantial practical experience within their major. Placements are designed to complement a student's program concentration.

Other Approved Courses:
PE 134 Self Defense
PE 182 Ski Touring
PE 202 Orienteering
PE 325 Methods and Techniques in Coaching Individual Sports
PE 327 Methods and Techniques in Coaching Team Sports
PE 345 Sport and Physical Education in East Asian Cultures
PE 346 Sport and Culture in India
PE 350 Advanced Swimming
PE 361 Officiating Individual Sports
PE 362 Officiating Team Sports
PE/WS 365 Women in Sports
PE 380 The Psychology of Sport and Physical Performance
PE 439 Analysis and Application of Teacher Behavior
PE 440 Scientific Basis of Coaching
PE 465 Theory and Development of Play
PE 470 Sociology of Sport
PE 471 Psycho/Social Aspects of Sports
PE 481 Organization and Administration of School Athletics
PE 489 Psychological Aspects of Coaching
PE 505 Principles and Techniques of Supervising Student Teachers in Physical Education
PE 510 Concepts of Curriculum Development
PE 512 Administration of Physical Education
PE 533 Applications of Exercise Physiology

PHILOSOPHY (SEE PL)

PHYSICS (PH)

PH 100 Physics in the Natural World (3 credits)
This course considers the key scientific concepts underlying physics and how they relate to the environment. Among the topics to be considered are mechanics, heat, electricity, magnetism, optics and sound, modern physics and an historical overview of the physical sciences. This course is suitable for majors other than those in the Physical and Biological Sciences seeking basic knowledge of physics. Two hours of lecture and one two-hour laboratory period weekly. Satisfies the GER in Physical and Biological Sciences. Spring semester.

PH 102 Modern Physics for the Humanist (3 credits)
The principal theme of this course is 20th century attempts to understand the basic laws of nature and their relationship to us. Among the topics to be considered are classical physics, the theory of relativity, atomic structure and quantum theory along with their implications for philosophy and technology. Satisfies the GER in Physical and Biological Sciences (non-lab course). Either semester.

PH 107 Exploring the Universe (3 credits)
This course will explore the sun, stars, their life cycles, and the galaxies. Theories of the composition and origin of the solar system, the universe and life will be studied. Students observe celestial objects including the moon, sun, planets star, nebulae, and galaxies using the college's observatory. Two hours of lecture, one two-hour laboratory and several viewing sessions. Satisfies the GER in Physical and Biological Sciences. Fall semester.

PH 180 Energy and its Social Uses (3 credits)
The basic physical laws of energy are presented. Environmental consequences of solar, fossil and nuclear energy generation are analyzed. Satisfies the GER in Physical and Biological Sciences (non-lab course). Either semester.

PH 181 Elements of Physics I (3 credits)
The language and methods of physics as illustrated in mechanics, heat and sound are studied. Applications of fundamental principles of physics to all branches of physical science are examined. Two hours of lecture and one two-hour laboratory period weekly. Satisfies the GER in Physical and Biological Sciences. Fall semester.

PH 182 Elements of Physics II (3 credits)
Prerequisite: PH 181
Principles of electricity, magnetism, optics and modern physics are studied. Two hours of lecture and one two-hour laboratory period weekly. Spring semester.

PH 183 Aviation Physics (3 credits)
Prerequisite: PH 181 and AS 101
Principles of physics will be applied to topics in aviation science. This course will use the fundamental physics principles taught in Elements of Physics I (PH 181) and apply them to aviation science. The course will also apply topics introduced in a traditional second semester course such as heat, electronics and electricity to the field of aviation. Furthermore, the course will cover aerodynamics in depth.

PH 243 General Physics I (4 credits)
Prerequisite: MA 151 or equivalent
This is a calculus-based beginning course in physics which emphasizes the study of kinematics, dynamics and heat. Three hours of lecture and one three-hour laboratory weekly. Satisfies the GER in Physical and Biological Sciences. Either semester.
PH 244 General Physics II (4 credits)
Prerequisite: PH 243
This course is a calculus-based study of electricity, magnetism and light. Three hours of lecture and one three-hour laboratory period weekly. Either semester

PH/CH 260 Microprocessors - Microcomputer Technology (4 credits)
Prerequisite: A college-level course in PH or consent of the instructor
A study of the electrical families, components and processes used to build the components of microprocessors and microcomputers. An examination of timing cycles for microprocessors with limitations on the digital devices used and the various means in which these components can be assembled in the construction of a microcomputer. Comparison of the various microcomputers available. Fall semester

PH 401 Modern Physics (3 credits†)
Prerequisite: PH 244
Theory of relativity; atomic structure; quantum theory; nuclear physics and elementary particles. Three hours of lecture and one three-hour laboratory period weekly. Fall semester (formerly PH 387)

PH 402 Quantum Mechanics (3 credits†)
Prerequisite: PH 403
Wave nature of matter; the Schrödinger equation; application of the Schrödinger equation to the electron, the hydrogen atom, multi-electron atoms and radiation. Offered alternate years, Spring semester

PH 403 Mathematical Physics (3 credits†)
Prerequisite: PH 244, MA 251
Vector analysis; matrices, linear differential equations; Sturm-Liouville theory; Fourier series; orthogonal functions; Laplace transform. Spring semester

PH 405 Nuclear Physics (3 credits†)
Prerequisite: PH 401
Nuclear forces, nuclear models, nuclear reactions and radioactivity, and elementary particles. Offered alternate years

PH 409 Theory of Relativity (3 credits†)
Prerequisite: PH 401
The Lorentz Transformation and application to mechanics and electrodynamics; the general Theory of Relativity and application to astrophysics. Offered alternate years

PH 414 Experimental Physics (3 credits†)
Prerequisite: PH 244, PH 401 previous or current
An introduction to advanced experimental techniques of physics. Students will perform historically ground-breaking experiments using modern equipment. There will be one lecture and two two-hour laboratory sessions per week. Spring semester

PH 422 Computer Simulation in Physical Science (3 credits)
Prerequisite: PH 243 and PH 244 or PH 181 and PH 182, or consent of instructor
The course introduces methods of computer simulation and its diverse applications. The course is project-oriented. Projects may include planetary motion, chaotic systems, fractal phenomena, random systems, and thermal systems. Methods include the numerical solution of differential equations and Monte Carlo techniques. The course emphasizes structured programming and is recommended for science majors as an introduction to programming. Two hours of lecture, and one two-hour laboratory period weekly. No background in computer programming is required.

PH 432 Electronic Circuits (4 credits†)
Prerequisite: PH 182 or PH 244 or consent of the department
Circuit analysis: Matrix methods, transform methods, amplifiers, feedback theory, operational amplifiers, integrated circuits, analog computers. Three hours of lecture and one three-hour laboratory weekly. Offered alternate years, Fall semester (formerly PH 376)

PH 433 Thermal Physics (3 credits†)
Prerequisite: PH 244
Thermodynamics; kinetic theory; and statistical mechanics. Offered alternate years, Fall semester (formerly PH 381)

PH 435 Optics (3 credits†)
Prerequisite: PH 244
Study of geometrical and physical optics. Offered alternate years, Fall semester (formerly PH 385)

PH 438 Electricity and Magnetism (4 credits†)
Prerequisite: PH 244
The theory and applications of the fundamental equations of electromagnetism. Offered alternate years, Fall semester (formerly PH 388)

PH 439 Mechanics (3 credits†)
Prerequisite: PH 243
Vector treatment of forces, torques: dynamics of particles and rigid bodies; work and energy; momentum; small oscillation theory; Lagrangian and Hamiltonian formulation of dynamics. Offered alternate years, Fall semester (formerly PH 389)

PH 442 Digital Electronics I (4 credits†)
Prerequisite: College-level course in physics or consent of the instructor
Elements of digital electronics: Boolean algebra of switching circuits, binary logic circuits, digital computer logic circuits. Three hours of lecture and one three-hour laboratory period weekly. Fall semester (formerly PH 392)

† May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
PH 458 Advanced Electricity and Magnetism (3 credits)
Prerequisite: PH 438
A continuation of PH 438, Maxwell’s equations and their connection to special relativity is explored. The propagation of electromagnetic radiation predicted by Maxwell, the transfer of energy determined by Poynting’s theorem, and the relativistic generalization of the Larmor formula for the radiation by accelerated charges will be studied. Offered alternate Spring semesters

PH 459 Advanced Mechanics (3 credits)
Prerequisite: PH 439
A more in-depth study of mechanics than PH 439. This course prepares the student for graduate work. Offered alternate Spring semesters

PH 460 Advanced Quantum Mechanics (3 credits)
Prerequisite: PH 402
A more in-depth study of quantum mechanics than PH 402. This course prepares students for graduate work. Offered alternate Fall semesters

PH 498 Internship in Physics (3-15 credits)
Prerequisite: Consent of department; formal application required Laboratory experience in industrial or government laboratories, or academic laboratories at other institutions. Either semester

PH 499 Directed Study in Physics (1-3 credits)
Prerequisite: Consent of the department, formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. Either semester

PH 502 Research (credit to be arranged)
Original research undertaken by the graduate student in his field. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog.

PH 503 Directed Study (credit to be arranged)
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog.

PH/CH 525 Problem Solving in Chemistry and Physics (3 credits)
Prerequisite: High school/middle school teacher of mathematics or science
Skills needed in the solving of problems in chemistry and physics will be developed. Emphasis will be on the application of mathematics to problem solving. Topics will be chosen from the sciences to illustrate the application of algebra, geometry, linear algebra and calculus to physics and chemistry. Methods of treating data obtained in the laboratory will be developed.

PH 550 Physics for Teachers–A Modern Review (3 credits)
A modern review of topics in physics for the junior high teacher. Among the topics to be covered are Newton’s Laws, generation and application of energy, electricity and magnetism, optics, sound, relativity, physics of the electron and nucleus. Emphasis will be placed on recent developments.

PH 560 Special Topics in Physics Teaching (variable credit)
Special topics of current relevance in physics education. The topic to be addressed will be announced in pre-registration publications. May be taken more than once with the consent of the adviser.

PH 581 The Physics of the Environment (3 credits)
The generation and utilization of energy and their environmental impact. Energy sources included are solar, wind, hydroelectric, nuclear, geothermal, fusion.

PH 583 Physics of the Atom (3 credits)
Prerequisite: Consent of the instructor
A study of the atomic view of matter and radiation. Topics included are the kinetic theory of gases, theory of the electron, Bohr’s theory of the atom, many electron atoms, theory of molecules and spectra, and the theory of relativity.

PH 584 Physics of the Nucleus and Elementary Particles (3 credits)
A study of the nucleus and relationship of elementary particles. The topics included are nuclear structure, radioactivity, nuclear reactions, nuclear accelerators, conservation laws, symmetry and invariance principles, unified view of the elementary particles and cosmic rays.

PH 585 Physics of the Solid State (3 credits)
A unified treatment of the basic models used to describe solid state phenomena. Topics included are crystal structure; electrical, magnetic, and thermal properties of matter; transport properties of metals and semi-conductors; band theory; super conductivity.

PH 587 Radiation Physics I (3 credits)
Wave propagation and the electromagnetic spectrum, interference, polarization, coherence theory, electromagnetic theory.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
PH 588 Radiation Physics II (3 credits)
Blackbody radiation, photo-electric effect, the Bohr Model of the Atom and Atomic Spectra, the Schrodinger equation and applications to radiation problems.

PH 589 Physics of the Solar System (3 credits)
Physical properties and motion of the members of the solar system and interplanetary medium.

PH 591 Special Topics in Modern Physics (3 credits)
Prerequisite: PH 401
Topics to be selected from the areas of the Theory of Relativity, Quantum Mechanics, Solid State and Nuclear Physics.

PH 592 Research Problems in Physics
(credit to be arranged)
Prerequisite: Consent of the department
Special projects for advanced students desiring individual instruction in the methods of research in physics. This course may be repeated.

PH 593 Special Topics in Secondary School Science (3 credits)
An introduction to the environmental and energy-related physical science topics presented in the secondary school science curricula. Special emphasis will be placed upon the science content found in these curricula materials. Lectures, seminars, laboratory work, workshops and model classes will be included in this course.

PH 594 Special Topics in Junior High Science I (3 credits)
An introduction to junior high science programs. Special emphasis will be placed upon the science content found in these curricula materials. Lectures, seminars, laboratory work and model classes will be included in this course.

PH 595 Special Topics in Junior High Science II (3 credits)
A continuation of the course PH 594, in which the science content of junior high science programs is studied and evaluated.

PH 597 Special Topics in Elementary Science (3 credits)
An introduction to elementary school science materials. Special emphasis will be placed upon the study of the science content included in these materials. Lectures, laboratory work, seminars, workshops, and model classes will be included in this course. This course may be repeated for different topics.

Other Approved Courses:
PH 104 Physical Science for the Elementary School I-
Physical Aspects
PH 110 Physics for Nurses
PH 191 Engineering Physics I
PH 192 Engineering Physics II
PH 193 Engineering Physics III
PH 200 Survey of Physics
PH 270 Transportation for the Future-Physical Implications
PH 291 Engineering Mechanics I
PH 292 Engineering Mechanics II
PH 301 Physics of Sports
PH 372 Biophysics, Microscopic Aspects
PH 375 Wave Theory
PH 391 Solid State Physics
PH 404 Methods of Mathematical Physics
PH 406 Solid State Electronics
PH 408 Astrophysics
PH 410 Electrodynamics
PH 411 Procedures in Experimental Physics I
PH 412 Procedures in Experimental Physics II
PH 430 Computer Technology
PH 436 Optical Electronics
PH 444 Digital Electronics II

PHILOSOPHY (PL)

Only one course from the following may be taken for credit:
PL 101 Reasoning and Value
PL 102 Reasoning and Human Nature
PL 103 Reasoning and Politics
PL 104 Reasoning and Religion
PL 105 Reasoning and Science

PL 101 Reasoning and Value (3 credits)
This course introduces the skills of critical reasoning by developing a general understanding of argumentation and by examining key philosophical issues concerning morality, such as: What is morality? Are there any universal values or principles which all persons should recognize? Are there any rational ways to resolve moral disagreements? Satisfies the GER in Philosophy. Either semester

PL 102 Reasoning and Human Nature (3 credits)
This course introduces the skills of critical reasoning by developing a general understanding of argumentation and by examining key philosophical issues concerning human nature, such as: What is a person? Is there a human nature? Are human acts free or determined? Satisfies the GER in Philosophy. Either semester

PL 103 Reasoning and Politics (3 credits)
This course introduces the skills of critical reasoning by developing a general understanding of argumentation and by
examining key philosophical issues concerning politics, such as: What, if anything, is the legitimate purpose of government? What is the best form of government? To what extent, if any, are we obligated to obey the law? What are rights and how do we get them? Satisfies the GER in Philosophy. Either semester

PL 104 Reasoning and Religion (3 credits)
This course introduces the skills of critical reasoning by developing a general understanding of argumentation and by examining key philosophical issues concerning religion, such as: Can God’s existence be proven or disproven? Can the existence of evil be an obstacle to religious belief? Is there evidence for immortality? Can an atheist be moral? Satisfies the GER in Philosophy. Either semester

PL 105 Reasoning and Science (3 credits)
This course introduces the skills of critical reasoning by developing a general understanding of argumentation and by examining key philosophical issues concerning science, such as: Is there a scientific method? Are science and faith mutually exclusive? Is there “a scientific view” of persons? Is science value-free? Satisfies the GER in Philosophy. Either semester

PL 135-136 Freshman Honors Colloquium
(1 credit each semester)
Prerequisite: Consent of the instructor
Freshman Honors Colloquia in Philosophy allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project which provides the major part of the grade. Open to All-College Honors students and to others at the discretion of the instructor. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. PL 135 Fall semester, PL 136 Spring semester

All philosophy courses above the 100 level will normally have a prerequisite of one 100 level course in philosophy.

PL 201 Rational Thinking (3 credits)
Prerequisite: One 100 level course in Philosophy
This course develops skills of rational thinking, including a working understanding of meaning, ambiguity and vagueness; the nature of argument; deductive and probabilistic reasoning; and fallacies. Offered alternate years

PL 203 Happiness and the Meaning of Life (3 credits)
Prerequisite: One 100 level course in Philosophy
This course provides a framework for thinking about happiness and life’s meaning by considering such questions as: What is happiness and how can it be attained? Is happiness the main, or only, goal in living a good life? Does life have a meaning? Is living morally a condition of having a good life? How are happiness and life’s meaning affected by emotion, desire, reason, pleasure, suffering and death? Offered alternate years

PL 204 Sex and Personal Relations (3 credits)
Prerequisite: One 100 level course in Philosophy
This course examines central topics in the philosophy of sex including questions such as: What is the philosophical significance of sex? Can we justify the distinction between good and bad sex? Moral and immoral sex? Normal and perverted sex? Is the language of sex sexist? What is love and how is it related to reason and emotion? Can friendship be distinguished from love? Does prostitution or pornography degrade persons? Offered alternate years

PL 205 Medical Ethics (3 credits)
Prerequisite: One 100 level course in Philosophy
This course explores issues of life and death including questions such as: Is abortion ever justified? Is euthanasia ever justified? Does the patient ever have the right to refuse life-saving treatment? Does a doctor have the right to withhold information from patients? Do the parents or society have the right to determine what is the best treatment, if any, for a child? Is suicide ever justifiable? On what basis should limited medical resources be allocated? Offered alternate years

PL 207 Philosophy of Education (3 credits)
Prerequisite: One 100 level course in Philosophy
This course examines central philosophical issues associated with education in multicultural society along with different contemporary views concerning such questions as: What should the goals of education be? Are certain ways of knowing central to educational processes? What are the school’s obligations concerning variations attributable to cultural background and gender? What criteria should be employed in making curricular decisions? How can we determine whether certain teaching strategies are better than others? Can education be value-free? This course may not be used to satisfy any requirement for teacher certification. Offered once every two years.

PL 210 Liberation Ethics (3 credits)
Prerequisite: One 100 level course in Philosophy
This course considers the ethics of liberation as it relates primarily to “third-world” peoples, drawing upon such thinkers as Gandhi, Mao, Weil, Fanon, King and Mandela. Emphasis will be placed on such issues as the meaning of “third-world,” the legitimacy of revolution, rebellion, civil disobedience or reparation, and the status of disenfranchised groups, including women and African-Americans. Satisfies the GER in Non-Western Civilization. Offered alternate years

PL 212 Philosophies of India (3 credits)
Prerequisite: One 100 level course in Philosophy
This course examines some of the central ideas and issues found in past and contemporary Vedanta, Yoga, and Buddhism, especially as they illuminate Asian/Western misunderstanding and relationships. Emphasis will be placed on concepts of moral value, human nature, salvation, harmony and pluralism. Satisfies the GER in Non-Western Civilization. Offered alternate years

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
PL 213 Philosophies of China and Japan (3 credits)
Prerequisite: One 100 level course in Philosophy
This course examines some of the central ideas and issues found in past and contemporary Confucianism, Taoism, Buddhism and Shintoism, especially as they illuminate Asian/Western misunderstandings and relationships. Emphasis will be placed on concepts of moral value, human nature, salvation, harmony and pluralism. Satisfies the GER in Non-Western Civilization. Offered alternate years

PL 215 Environmental Ethics (3 credits)
Prerequisite: Three credits in Philosophy
What is the basis of distinctions between human and animal, culture and nature, domestic and wild, civilized and primitive, the ethical and the natural? This course will examine these issues by pursuing questions such as: Does the value of nature consist entirely in how it can be used by humans? Do animals exert a moral claim on humans? Does wilderness have value in itself? Is there an obligation to use natural resources for human welfare? Are famine, population growth and pollution merely economic issues of resource distribution? Offered alternate years

PL 216 Values and Technology (3 credits)
Prerequisite: One 100 level course in Philosophy
The development and application of modern technology have influenced human choices, self-understanding, and social organization. This course will examine the value implications of controversies such as reproductive technologies and choice, censorship and privacy on the Internet, DNA research and its applications, advertising in the classroom, and monopoly control of communication technologies. Offered alternate years

PL 229 Explaining the Paranormal (3 credits)
Prerequisite: One 100 level course in Philosophy
An application of ideas about personal experience, problem-solving, evidence, observation, testimony, theory-acceptance, and proof to claims about paranormal phenomena including ESP, near-death experiences, UFO abductions, psychic forecasting, miracle cures, and reincarnation. The course will consider the extent and limits of our ability to explain such phenomena as well as the arguments of those who are skeptical about the paranormal. Offered alternate years

PL 286-287 Sophomore Honors Colloquium
(1 credit each semester)
Prerequisite: One 100 level course in Philosophy and consent of the instructor
Sophomore Honors Colloquia in Philosophy allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project which provides the major part of the grade. Open to All-College Honors students and to others at the discretion of the instructor. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. PL 286 Fall semester, PL 287 Spring semester

PL 301 Plato and Aristotle (3 credits)
Prerequisite: One 100 level course in Philosophy
This course examines selected works of Plato and Aristotle on such issues as the nature of philosophy, the method of inquiry, the ground and possibility of knowledge, the reality of form and psyche, deliberation and human good and the ideal society. Offered alternate years

PL 305 American Philosophy (3 credits)
Prerequisite: One 100 level course in Philosophy
This course will undertake a critical examination of the context and arguments of major American philosophers such as Emerson, Thoreau, Peirce, James, Dewey, and Quine. It will explore questions like the following: Is American philosophy unique in its approach and vision? Is there a particular contribution of American philosophy to understanding the relation of truth and action? What roles did Puritanism, the Enlightenment, Transcendentalism, and Pragmatism play in the emergence of American philosophy? What roles did the social, economic, and political structures play in shaping American philosophy? Offered alternate years

PL 310 Symbolic Logic (3 credits)
Prerequisite: One 100 level course in Philosophy
This course explores the ideas and techniques of symbolic logic that are of use in understanding, developing and appraising natural deductive arguments. Offered alternate years

PL 320 Topics in Philosophy (3 credits)
Prerequisite: One 100 level course in Philosophy
This course offers various topics of special interest to philosophers, including topics in the history, problems, and methods of philosophy. The course will be offered from time to time and may be taken for credit more than once with change of topic.

PL 322 Philosophy of Law (3 credits)
Prerequisite: One 100 level course in Philosophy
This course examines law and justice, the structure of legal reasoning, the nature and justification of the adversary system, lawyers’ roles and ethics and questions such as: Should confidentiality, zeal advocacy, plea bargaining or the insanity defense be abolished? Is punishment morally defensible? What is the basis for legal interference with individual liberty? Do lawyers have an obligation to defend clients they find repulsive? Offered alternate years

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
PL 325 Philosophy of Art (3 credits)
Prerequisite: One 100 level course in Philosophy
This course examines philosophical questions arising in connection with the identification, interpretation and evaluation of art and its creation and questions such as: What is art? Is there a valid way to distinguish art from non-art and good art from bad art? Are there ways to establish the meaning of a work of art, or is all interpretation subjective? Do artists have moral responsibilities as artists? Should the government subsidize art? Offered alternate years

PL 328 Philosophy of Religion (3 credits)
Prerequisite: One 100 level course in Philosophy
This course critically examines the nature and justification of religious claims, including discussion of What are the grounds for belief or disbelief in God's existence? Is religious discourse meaningful? Do faith and reason conflict? Is belief in immortality intelligible and/or defensible? Is religious knowledge possible? Are revelation and religious experience reliable sources of truth? Is it rational to believe in miracles? Is atheism a religion? Offered alternate years

PL 330 Amoralism, Egoism, and Altruism (3 credits)
Prerequisite: One 100 level course in Philosophy
This course discusses amoralism, egoism, and altruism as alternative life plans, raising such questions as: What is self-interest? Is being an egoist compatible with bonds of trust, friendship and love? Can we ever be true altruists? Is morality more rational than immorality? Are our ultimate life plans and commitments defensible? Why be moral? Offered alternate years

PL 332 Philosophy and Feminist Thought (3 credits)
Prerequisite: One 100 level course in Philosophy
This course examines issues in contemporary feminist thought as they have emerged from Western philosophy, such as: Are there distinctively feminist accounts of human nature, society and persons? Do interpretations of rationality, thought and experience reflect gender experiences? Do positions on moral issues reflect gender differences? Do feminist theories of gender, culture and power have social and political applications? Is feminism anti-male? Offered alternate years

PL 334 Free Will, Determinism and Responsibility (3 credits)
Prerequisite: One 100 level course in Philosophy
This course examines main topics and problems in the philosophy of action and agency, including: What is free will and do we have it? Are our motives, desires, and intentions determined? When, if at all, are we responsible for what we do? What implications does free will (or its absence) have for autonomy and legal liability, as in the insanity defense? Offered alternate years

PL 338-339 Honors Tutorial (3 credits each semester)
Prerequisite: Consent of the department
Special Topics in Philosophy. Open to All-College and Departmental Honors students. Three hourly meetings weekly. PL 338 Fall semester, PL 339 Spring semester

PL 402 Knowledge and Truth (3 credits+)
Prerequisite: One 100 level course in Philosophy
This course examines both historical and recent discussions of problems and arguments concerning knowledge, belief, skepticism, justification, objectivity, relativism and truth. Questions include: Can we have knowledge? Does knowledge entail certainty? Are there sources of knowledge that transcend the senses? Are we justified in believing that there is an external world? Is there one objective reality or many alternative realities? What is truth? Is truth relative? Offered alternate years

PL 403 Ethics and Action (3 credits+)
Prerequisite: One 100 level course in Philosophy
This course examines both historical and recent discussions of problems and arguments concerning moral reasons, knowledge, character, motivation, justification, judgements, and action. Questions include: Can we have moral knowledge? If so, in what does it consist? Are moral disagreements capable of rational resolution? What does it mean to be moral? Are there morally preferable ideals, qualities of character, and ways of life? Are there moral facts or truths independent of human desires, preferences, and agreements?

PL 404 Mind and Language (3 credits+)
Prerequisite: One 100 level course in Philosophy
This course examines both historical and recent discussions of problems and arguments concerning mind, consciousness, emotion, personal identity, meaning, privacy, causality and behavior. Questions include: What is the mind? What is the relationship between mind and body? Can reasons, emotions, and motives cause behavior? What is consciousness? Can we have knowledge of the mental states of others? Can there be an exclusively private language for our own feelings? Will there ever be a machine that can think and feel? Do animals have minds and language? Is language innate?

PL 485 Honors Thesis (3 credits)
Prerequisite: One 100 level course in Philosophy
This course is open to All-College and Departmental Honors students. One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. Either semester

† May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
PL 499 Directed Study in Philosophy (1-3 credits)
Prerequisite: Consent of the department, formal application required
This course is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. Either semester

PL 502 Research (credit to be arranged)
Original research undertaken by the graduate student in his field. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.

PL 503 Directed Study (credit to be arranged)
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.

POLITICAL SCIENCE (PO)

PO 100 Politics in Contemporary Society (3 credits)
This course introduces the world of politics with emphasis on basic concepts of political organizations, structures and theory balanced with current political affairs. Satisfies the GER in Social Sciences. Either semester

PO 135-136 Freshman Honors Colloquium
(1 credit each semester)
Prerequisite: Consent of the instructor
Freshman Honors Colloquia in Political Science allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project which provides the major part of the grade. Open to All-College Honors students and to others at the discretion of the instructor. The minimum enrollment is two and the maximum enrollment is twelve. Topics vary from semester to semester. PO 135 Fall semester, PO 136 Spring semester

PO 172 Introduction to American Government
(3 credits)
The purpose of the course is to introduce students to the range of research on American political institutions and processes. We will examine the constitutional underpinnings of American government, the role of political parties, interest groups and the media in the system. We will also explore the changing character of political institutions: the presidency, Congress, and the courts. Satisfies the GER in Social Sciences.

PO 260 International Relations (3 credits)
This course introduces modern world politics, with emphasis on change and continuity in the structure and processes governing relations within the international community. Emphasis will be placed on the nation-state, dilemmas facing the global community. Satisfies the GER in Social Sciences. Either semester

PO 273 United States and Massachusetts Constitutions (1 credit)
Structure of government and rights and responsibilities according to federal and commonwealth constitutions. Either semester

PO 274 Western Political Thought - Plato to the Present (3 credits)
This course covers the principal ideas and philosophies of politics articulated by philosophers and political thinkers since ancient times. The student will be introduced to many of the age-old and puzzling questions of how people can best govern themselves using legal, institutional and behavioral approaches. Satisfies the GER in Social Sciences. Fall semester

PO 275 Comparative Government (3 credits)
Prerequisite: PO 172
Political behavior and government systems in Great Britain, France, Russia, etc. Fall semester

PO 277 American Government: State and Local
(3 credits)
Prerequisite: PO 172 or consent of the instructor
State government and politics with emphasis on Massachusetts affairs. Either semester

PO 279 Introduction to Public Administration
(3 credits)
Prerequisite: PO 172
The relationship of the administrative branch of government to other branches in the making and implementation of public policy; theories of government organization for efficient administration; problems of budgeting, personnel, merit systems, type of agency organization, popular control over the bureaucracy. Either semester

PO 285 Introduction to Law (3 credits)
A non-technical discussion of legal topics, including the relationship of law to social and humanitarian problems. (Open to majors and non-majors.)

PO 286-287 Sophomore Honors Colloquium
(1 credit each semester)
Prerequisite: Consent of the instructor
Freshman Honors Colloquia in Political Science allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for

† May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
fifty minutes and culminate in a paper or scientific project which provides the major part of the grade. Open to All-College Honors students and to others at the discretion of the instructor. The minimum enrollment is two and the maximum enrollment is twelve. Topics vary from semester to semester. PO 286 Fall semester, PO 287 Spring semester.

PO 300 Model United Nations Practicum (1 credit)
Prerequisite: Consent of the instructor
This course, which is open to all undergraduates, is designed to prepare students for participation in the various Model United Nations programs offered in the United States. Students enrolled in the course will be required to become familiar with the issue positions of the country they represent and develop the skills necessary to become active members of their delegation. This course may be repeated for different topics.

PO 301 Model Senate Practicum (1 credit)
Prerequisite: PO 172
This course which is open to undergraduates is designed to expose students to process of the United States Senate. Students enrolled in the course will take on the role of a United States Senator, and will be required to become familiar with the issue positions of his or her senator or has taken while in the Senate.

PO 330 Asian Politics (3 credits)
Prerequisite: PO 275
This course will introduce students to the politics and culture of China, Japan, and Korea. The course will look at both domestic and foreign policy of those nations that make up the Pacific Rim as well as the implications for U.S. policy.

PO 338/339 Honors Tutorial in Political Science (3 credits)
Prerequisite: Consent of the political science department
Special topics in Political Science. Open to All-College and Departmental Honors students.

PO/EC 340 Law and Economics (3 credits)
Prerequisite: PO 172 or PO 285 and EC 101
This course examines the economic basis for legal decisions. Microeconomic theory is combined with an analysis of the law, with particular emphasis on case studies. Topics covered include the problems of defining property rights and the economics of tort, contract and criminal law.

PO 350 Research Methods in Political Science (3 credits)
Prerequisite: One math GER
This course provides students with a foundation for reading and assessing the quality of published research in the social sciences, with particular emphasis on the research techniques common in political science and public administration. It introduces the concepts of theory development, hypothesis testing and statistical significance, and provides students with the rudimentary skills from literature review searches through data analysis, necessary to conduct their own research. Writing is emphasized.

PO 361 International Political Economy (3 credits)
Prerequisite: PO 260
This course examines the reciprocal interaction between states and markets, with a particular emphasis upon the ways in which national and international politics structure international economic relations. The course reviews in depth the development and evolution of the postwar economic regimes in money and trade. The course will also examine the role and effects of multinational corporations, the issue of development and alternative development models, the debt crisis, and international struggle for the control of oil. Finally, some important issues and debates within the field of international political economy will be considered.

PO 365 International Politics of the Environment (3 credits)
Prerequisite: PO 260
This course focuses on some of the major issues of global environmental politics — those environmental problems which transcend state boundaries and whose resolution requires state cooperation and the efforts of states to negotiate environmental agreements. Cases will include, among others, the control of ozone depletion, the limitation of global warming, and the preservation of forests and bio-diversity.

PO 370 Canadian Foreign Policy: Actors and Issues (3 credits)
Prerequisite: PO 260 or consent of the instructor
The objective of the course is to develop a comprehensive understanding of Canadian foreign policy. As such, the course will focus on 1) Canada’s foreign relations with several important actors (the United States, Europe, the Commonwealth, Latin America, Africa, countries of the North Pacific, and the United Nations) in the international political system; and 2) the conduct of Canadian foreign policy in select issue areas, including the international political economy, the environment, arms control and disarmament, peacekeeping, developmental assistance, and refugees.

PO 372 Legislative Process and Procedure (3 credits)
Prerequisite: PO 172
An examination of the United States Congress. Emphasis on internal structure and operations, congressional rules and procedures, party leadership, committee system and seniority, external influences on Congress, incentives for congressional behavior, and constitutional limitations.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
PO 374 Modern Political Theory (3 credits)
Prerequisite: PO 172
The ideas of major political thinkers in the era of the modern nation-state. Spring semester

PO 375 American Political Parties and Interest Groups (3 credits)
Prerequisite: PO 172
An examination of American political party organizations, political leadership, finance, campaign techniques, the historical development of the American party system, party identification, legal controls over parties, the functions and methods of pressure groups and their interaction with policy makers, the role of surrogate organizations such as the media and political consultants, the significance of political parties and pressure groups for democratic ideology, and the problems of political leadership in a democracy.

PO 376 Urban Politics (3 credits)
Prerequisite: PO 172, PO 277
Emphasizes both the formal and informal political institutions and processes in American cities and suburbs, including governmental structures, political parties, interest groups, and service delivery systems. Special attention is given to the multiethnic and multicultural context within which urban politics in the United States takes place.

PO 377 Canadian-American Political Relations (3 credits)
Prerequisite: PO 260 or consent of the instructor
The course will specifically examine the Canadian-American political relationship through the review of prominent bilateral security, economic, environmental and jurisdictional issues. Principal emphasis will be placed on analyzing bargaining between Ottawa and Washington over a wide range of select case studies.

PO 378 The Causes and Prevention of War in the International Political System (3 credits)
Prerequisite: PO 260 or consent of the instructor
The purpose of this course is to comprehensively examine 1) the various causes of war in the international political system; and 2) the methods available, and prospects for, controlling, preventing, and potentially eliminating war. The comparative strengths and weaknesses of theoretical explanations will be reviewed through an analysis of case studies on war drawn from the 19th and 20th centuries. Offered alternate semesters

PO 379 Voters, Elections and Campaigns (3 credits)
Prerequisite: PO 172
An examination of how citizens make electoral decisions, including the decision to participate in elections. The course compares models of voter behavior and probes the influence of such factors as party identification, opinions on issues, ideological orientations, and candidate evaluations; the social and economic context of voting is also examined, as is the importance of elections for policy-making and the functioning of the political system. In addition, the politics of candidate nominations is explored — mass media coverage and opinion polling; the citizen's involvement in campaign politics; voter attitudes toward parties, candidates, and issues; and the interpretation of electoral outcomes.

PO 380 Public Opinion and Mass Political Behavior (3 credits)
Prerequisite: PO 172
An examination of the nature of contemporary public opinion in the United States, the way in which political attitudes and beliefs find expression in electoral behavior and the conditions under which public sentiment is translated into public policy and government action. The goal is to understand political conflict and debate in the U.S. and the ways in which the public influences that debate. Major topics in public opinion include political tolerance and trust, attitudes toward women and minorities, the role of mass media and the impact of political values and ideology on political campaigns and elections.

PO 381 United States-Latin American Relations (3 credits)
Prerequisite: PO 172, PO 260
The evolution and current status of the political, economic and strategic relationship between the United States and the Latin American nations. Offered alternate years

PO 382 Latin American Government and Politics (3 credits)
Prerequisite: PO 172 and PO 275
A survey of the current governing structures and the general political conditions in the major Latin American nations. Satisfies the GER in Non-Western Civilization. Offered alternate years

PO 383 Comparative Political Systems (3 credits)
Prerequisite: PO 172, PO 275
An advanced investigation and comparison of the primary political institutions and processes found in a number of contemporary national systems. Special emphasis will be placed on the role and status of constitutions, interest groups, political parties, policy-making bodies and other areas. Offered alternate years

PO 384 United States Foreign Policy (3 credits)
Prerequisite: Junior status and consent of the instructor
The study of the national interests and policy instruments that have formed and guided the foreign relations of the United States in the post 1945 period. Offered alternate years, Spring semester

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
PO 385 Government and Politics in the Middle East (3 credits)
Prerequisite: PO 172 and PO 275 or consent of the instructor
An introduction to the structures and processes of Middle Eastern government and politics, focusing on the evolution of contemporary Middle East since the end of World War I and on economic growth, social change, and political development in the region and in specific countries. Satisfies the GER in Non-Western Civilization. Offered alternate years, Spring semester

PO 386 Canadian Politics (3 credits)
Prerequisite: PO 172, and PO 275 or consent of the instructor
An intensive study of the Canadian political system, with particular emphasis on Canada's constitutional turmoil, political institutions and electoral behavior. Offered alternate years

PO 387 Government and Politics of Africa (3 credits)
Prerequisite: PO 172 and PO 275, or consent of the instructor
An introduction to the organization and processes of African politics centering on the political evolution of contemporary Africa in general but with specific attention to selected nations as appropriate. Satisfies the GER in Non-Western Civilization. Offered alternate years, Spring semester

PO 388 The Government and Politics of Eastern Europe (3 credits)
Prerequisite: PO 275
This course will introduce students to the governmental structures and political processes of Eastern European countries, including Russia. Included in the course will be a study of national goals, policies and relations with other countries and the ideological framework that makes up these societies.

PO 389 Racial Politics in the United States (3 credits)
Prerequisite: PO 172
This course explores racial politics in the United States. It examines classic and contemporary scholarship on the following topics: social movements; collective action; voting and turnout; key provisions of the Voting Rights Act; social science perspectives on the Voting Rights Act; the concept of voting rights and democratic theory; the relationships between race; representation and political institutions; party politics and racial reorientation; the magnitude and structure of intolerance and its implications for democracy; and the causes and consequences of political socialization.

PO 390 Public Finance (3 credits)
Prerequisite: PO 279 or consent of the instructor
The role of government in a market economy; the role of taxation in a market economy; principles of taxation; problems of budgeting, government expenditure and debt; and economic growth. Spring semester

PO 391 The American Presidency (3 credits)
Prerequisite: PO 172
The purpose of the course is to explore the institution of the American presidency. It examines the constitutional prerogatives and organizational structure of the presidency, how presidential power developed historically, presidential selection and the nomination process, and decision-making. In addition, the course explores the relationship between the presidency and other institutions, both political and nonpolitical: the Congress, the bureaucracy, the courts and the media.

PO 398 The United States Federal Courts (3 credits)
Prerequisite: PO 172
An examination of judicial decision-making focusing in particular on the role of the federal courts system within the political and governmental process; its relation with Congress, the presidency, state and local governments, courts and interest groups.

PO 399 Collective Bargaining in the Public Sector (3 credits)
Prerequisite: PO 279 or consent of the instructor
An in-depth analysis of the issues behind collective bargaining, the ramifications of contract negotiations and the techniques and tactics which are used by both labor and management. Emphasis on analysis of contracts, legislation and use of negotiation teams. Offered alternate years

PO 400 Special Topics in Political Science (3 credits†)
Prerequisite: Nine (9) credits in Political Science or consent of the instructor
A topic of special interest to faculty and/or students will be explored. May be taken more than once.

PO 440 The Politics of Quebec (3 credits†)
Prerequisite: PO 386 or consent of the instructor
This course seeks to comprehensively review the political development of Quebec, particularly since 1960. The political forces behind Quebec's quest for political independence will be the focal point of examination.

PO 455 Totalitarian Political Systems: Dictators and the Reign of Terror (3 credits†)
Prerequisite: PO 275 or consent of the instructor
This is a course in totalitarianism as a form of political organization. The goal is to review, explain and understand the following 1) the political, social, ideological and economic forces that give rise to this extremist form of politics; 2) the various mechanisms through which totalitarian rule manifests itself and is exercised; and 3) the role and influence of key political decision makers in totalitarian states.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
PO 460 International Crisis: Bargaining, Decision Making, and Outcomes (3 credits+)
Prerequisite: PO 260
International crises are pivotal periods that steer the international political system toward the outbreak of war or result in the resurrection of order. This course will examine the most prominent crises of the 19th and 20th centuries, with particular emphasis on July 1914 (World War I), October 1962 (Cuban Missile Crisis), and July 1990 (Persian Gulf War).

PO 461 Contemporary International Relations (2 or 3 credits+)
Prerequisite: PO 260 or consent of the instructor
Application of the techniques of analysis, simulation and forecasting to international relations situations, problems and current issues. Offered once in three years.

PO 472 American Constitutional Development (3 credits+)
Prerequisite: PO 172
Principles and concepts of the U.S. Constitution, as revealed in leading court decisions. Judicial review, federalism, separation of powers, implied powers, due process of law, equal protection, the contract clause, etc.

PO 473 International Organization (3 credits+)
Prerequisite: Consent of the instructor
The purpose of this course is to develop a thorough understanding of the central concepts and theoretical issues involved in the study of international organizations. It will focus on both governmental and non-governmental international organizations, including the areas of trade, finance, security, economic development and human rights. Fall semester.

PO 474 Civil Liberties and Civil Rights (3 credits+)
Prerequisite: PO 172
A systematic treatment of leading Supreme Court decisions in such areas as freedom of speech, the press, religion; the rights of criminal defendants; voting rights; the right to privacy; and discrimination on grounds of race, sex, poverty, illegitimacy and alienage.

PO 475 Senior Seminar in Political Science (3 credits)
Prerequisite: Admission is subject to the consent of the department chairperson and the instructor
The undertaking of independent study and a research project presented in oral and written form. Either semester.

PO 476 Women and Politics (3 credits+)
Prerequisite: PO 172 or consent of the instructor
Analysis of the role of women in current American politics.

† May be taken for graduate level credit.

The focus is on changing trends in women's electoral participation, political interest and office seeking over the last several decades, and recent gender differences in political involvement, candidate support, support for women's issues and support for other public policies.

PO 479 Public Policy (3 credits+)
Prerequisite: PO 172 and PO 277
A systematic study of theory and practice in the making and the execution of public policy including the factors of public demand on the political system; decision making in the public sector; tools and techniques for implementation and evaluation; and the import for future planning.

PO 485 Honors Thesis in Political Science (3 credits)
Prerequisite: Consent of the department
This course is open to All-College and Departmental Honors students. One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with Honors will be determined by the Departmental Honors Committee. Either semester.

PO 488 Politics and Development in the Third World (3 credits+)
Prerequisite: PO 260 and PO 275 or consent of the instructor
A survey of the political dynamics of development in the Third World with special emphasis on the dominant theories of development, current critical issues in the Third World, internal and external forces affecting Third World countries, and the policy directions taken by developing nations. Offered alternate years.

PO 490 Political Science Studies in Oxford (3 credits+)
Study of selected topics in political science including comparative politics. European government and law and legal systems. Open to juniors and seniors only.

PO 495 Administrative Law and Regulation (3 credits+)
Prerequisite: PO 279 or consent of the instructor
The legal and regulatory systems of federal, state and local governments will be analyzed as to their relationship to policy implementation and administration. Emphasis will be placed on charters, ordinances, legislative power, and administrative control in areas such as finance, personnel, labor, land use, licensing and education. Offered alternate years (formerly PO 395).

PO 498 Internship in Political Science (3-15 credits)
Prerequisite: Consent of the department chairperson; formal application required
A non-classroom experience intended to complement the

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
academic preparation of a limited number of juniors and seniors majoring in political science. Placements are in areas such as federal, state, city and town governments and private interest groups. Either semester

PO 499 Directed Study in Political Science (1-3 credits)
Prerequisite: Consent of the department chairperson; formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. Either semester

PO 501 Introduction to Public Institutions and Administration (3 credits)
This course is designed to provide students with an understanding of the institutional, political, and normative context of public administration. The course will introduce students to the central issues, values, and dilemmas facing the contemporary public service professional. By the end of the course, the successful student should have a better appreciation and understanding of the political nature and dynamics of public service in a democratic society. It is to be taken among the first four courses in the program. Introductory/background information in American government or public administration is beneficial to students enrolling in this course. Either semester

PO 502 Research (credit to be arranged)
Original research undertaken by the graduate student in his field. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.

PO 503 Directed Study (credit to be arranged)
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.

PO 505 Public Management (3 credits)
Prerequisite: PO 501
This course gives students broad exposure to the job of the public manager including an introduction to the specific management areas. The course emphasizes both traditional and cutting edge principles of management. The topics include planning for public agencies, organizational structure and development, staffing, training, and motivating employees, leadership development, financing and budgeting for public programs, designing and implementing programs, management decision-making, evaluating and monitoring programs and ethical considerations for public managers. Spring semester

† May be taken for graduate level credit.

PO 506 Public Administration Module (1 credit)
Prerequisite: Matriculation in the MPA program or consent of MPA program adviser
As part of the 15 credit hours of elective courses, each MPA student must take three credit hours of PA Training Modules. These modules earn one credit each, will be offered on a rotational basis, and are scheduled for either two Saturday sessions during the semester or for weekend “intensive” classes meeting for 15 hours. Students are expected to put in appropriate out-of-class time and must successfully pass any three of six modules covering ethics in public service, managerial communication, conflict resolution, diversity in public administration, constitutional rights and privacy in public administration, and current issues for public managers. Graded on a pass/fail basis.

PO 510 Introduction to Research in Public Administration (3 credits)
This course is an examination of basic research methods and their use in public administration both from the standpoint of public policy and public management. Topics covered include the scientific method, experimental and quasi-experimental research designs, sampling, and methods of data collection such as interviewing and questionnaire construction. The course provides students with practical experience using computer software for data analysis. Fall semester

PO 511 Program Evaluation and Policy Analysis (3 credits)
Prerequisite: PO 510
The primary objective of this course is to familiarize students with program evaluation theory and practice. It is designed to give students an understanding of the role of evaluation in the policy-making process, an ability to analyze evaluation designs and methods critically, and an ability to collect and analyze data to test the effects of governmental or organizational interventions. Emphasis is placed on both qualitative and quantitative analysis. Spring semester

PO 521 Public Finance (3 credits)
This course covers the principal aspects of public financial management including accounting, budgeting, capital budgeting, revenue forecasting, risk management, pension management and auditing. Fall semester

PO 531 Public Personnel (3 credits)
This course focuses on selected topics in the study and practice of public personnel administration. It is designed as an in-depth analysis of the literature, problems and directions of public personnel issues. Students will develop an appreciation for the dynamic political environment as it influences human resources managers and the statutory and constitutional restrictions that distinguish public personnel management from its counterpart in the private sector. Spring semester

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
PO 532 Organizational Theory and Behavior for Public and Nonprofit Institutions (3 credits)

Prerequisite: PO 501
This course focuses on the types and levels of management which must be integrated in the pursuit of public sector excellence. These levels involve the behavior of individuals; pairs of individuals; supervisor/subordinate relationships; client/administrator relationships; and small groups acting under political, legal and ethical constraints. Institutional and psychological factors will be analyzed. Fall semester

PO 551 Managing Economic and Community Development (3 credits)
This course introduces students to the many dimensions of economic development at the local and state level, focusing on aspects of how local governments are engaging themselves in this competitive arena. The course explores the following fundamental questions: Who is involved in local economic development? What policies and programs are being pursued and how are they being implemented? What is the impact of local economic development programs? How does local politics influence economic development actions? In addition, the course covers how the external environments (federal policy and national/regional economic cycles, for example) shape the scope and method of economic development at the local level.

PO 552 Municipal Organization and Management (3 credits)
This course emphasizes the study and understanding of municipal organization and management in Massachusetts and across the United States. It examines the issues, problems, and opportunities that confront municipal leaders as they strive to deliver quality public services in an efficient and effective manner. The topics in the course will cover the legal and structural aspects of local governments, how managers plan and direct the organization, revenue and expenditure decisions, and how services are delivered. The course will also focus on how the external environment (such as citizens, school boards, and state government) influences the job of the municipal manager. By the end of the course, the successful student should be better prepared to identify and respond to these issues, problems, and opportunities in their municipality.

PO 571 Introduction to Nonprofit Theory and Management (3 credits)
This course addresses the historical and philosophical roots of what is alternatively called the third, voluntary or nonprofit sector. It also addresses the structure of the sector and current and future trends which influence it. Its purpose is to provide an overview of the issues and trends within the sector, in order to lay a strong foundation of knowledge for those who are pursuing careers in nonprofits and/or work in fields which intersect with nonprofit organizations.

PO 591 Capstone Seminar in Public Management (3 credits)
Prerequisite: Completion of thirty hours of course work
This course will integrate the various fields of knowledge which the student has acquired over the period of MPA study. Full-time MPA faculty will be responsible for teaching it and the design will not be prescribed; some may choose to teach it as an applied case-study seminar, while others may develop the course thematically, as an in-depth study of a particular area of public administration literature. Spring semester

PO 592 Special Topics in Public Administration (3 credits)
Prerequisite: Course prerequisite may be specified depending upon the nature of the topic
Special topics of current relevance in public administration will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. May be taken more than once with the consent of the adviser.

PO 598 Internship: Public Administration (3 credits)
Prerequisite: Matriculation in MPA program
One of the key elements for pre-career students in the Bridgewater State College MPA program is the internship experience. An internship provides an opportunity to apply and test what has been learned in the classroom and allows the student to develop professional skills. The general internship framework is designed to conform to the NASPA internship guidelines.

PSYCHOLOGY (PY)

PY 100 Introductory Psychology (3 credits)
This is a survey of the different processes such as perception, sensation, learning, emotion, with a discussion of the underlying physiological processes as well as an introduction to the more complex areas such as personality development, psychopathology, social influences, and testing. Methods of investigation and research will be integrated with the above topics. Satisfies the GER in Behavioral Sciences. Either semester

PY 200 Non-Western Theories of Personality (3 credits)
Prerequisite: PY 100
This course examines the conceptual models of personality as they have appeared in non-Western traditions. Differences in focus, emphasis and views of the nature of the self are investigated as they relate to cultural world views such as Hinduism, Buddhism, Taoism and Confucianism. Satisfies the GER in Non-Western Civilization.

PY 201 Statistics for Psychology (3 credits)
Prerequisite: PY 100 and MA 105 or equivalent
Statistics in Psychology is primarily a course that will introduce students to the application of statistics to the research process in
psychology. Statistics are used to describe and to critically evaluate information. The two branches of statistics, descriptive and inferential statistics, will be covered in this course. Specific procedures that may be covered include measures of central tendency and variability, visual description of data, z-scores, correlation and linear regression, basic probability, parametric tests such as t-tests, t-tests, analysis of variance (ANOVAs), and non-parametric tests as the chi-square test.

**PY 210 Applied Social Psychology (3 credits)**
Prerequisite: PY 100
Effective communication and better understanding of oneself — listening, persuasion, conflict resolution, goals, expectations and self-confidence. Contemporary problems such as dissent and minority problems. Guest speakers when possible. **Offered alternate semesters**

**PY 224 Child Psychology (3 credits)**
An investigation of the growth and development of the child from conception to pre-adolescence will include both the influence of heredity and other biological factors as well as the social influences of child-rearing practices, family value systems, and peer culture effects. Topics will include the development of verbal ability, conscience and moral judgment, personality and self concept. Current theories and research findings will be discussed in relation to the above topics. Satisfies GER in Behavioral Sciences. **Either semester**

**PY 226 Adolescent Psychology (3 credits)**
Prerequisite: PY 100
An investigation of the growth and development of the pre-adolescent and adolescent including both physical as well as psychological changes relating to intellectual, moral, emotional, personality and social aspects. Current theories and research findings will be discussed in relation to the above topics. **Alternate semesters**

**PY 227 Development Through the Life Cycle (3 credits)**
This course offers a survey of the life cycle and an integrated approach to understanding the individual and developmental processes. The developmental tasks of infancy, childhood, adolescence, adulthood are viewed from a life-span perspective, with emphasis on continuity and change. Satisfies GER in Behavioral Sciences. **Offered alternate years, Spring semester**

**PY 230 Cross-Cultural Psychology (3 credits)**
Prerequisite: PY 100
This course examines various psychological processes, such as self-perception, communication, decision-making, categorization of others, gender perception, aggression, conformity, and helping, from a cross-cultural perspective. Emphasis will be placed on cultural differences in psychological functioning.

**PY 252 Psychology of Learning (3 credits)**
Prerequisite: PY 100
The shaping of behavior, laboratory conditioning, reinforcement, approach and avoidance of a goal, discrimination and generalization of physical cues, animal learning experiments. Experimental approaches to the study of human behavior. **Either semester**

**PY 280 Consumer Psychology (3 credits)**
Prerequisite: PY 100
An investigation of the psychological techniques being used in advertising and merchandising. Emphasis will be on the psychological aspects of consumer purchasing practice with respect to motivation, attitudes, learning, and perception. **Either semester**

**PY 303 Survey of Psychological Testing (3 credits)**
Prerequisite: PY 100 and MA 110 or PY 201
An introduction to the theory of psychological measurement and test development including item indices, speediness, reliability, and validity with a survey of various psychological instruments used in assessment, personnel selection, and psychological research. **Fall semester**

**PY 305 Psychology of Personnel Selection (3 credits)**
Prerequisite: PY 100
The psychology of interviewing, testing and data analysis as it is employed for the effective placement of personnel in business, industry, and other organizations. Includes the following: criterion selection, job analysis, outcome prediction and validation, and a psychological perspective of jobs and job function. **Fall semester**

**PY 310 Social Psychology (3 credits)**
Prerequisite: PY 100
The individual in social situations: attitude formation and change, culture and society, language and communication, leadership and group dynamics, personality characteristics and interpersonal relationships, small group behavior. **Either semester**

**PY 313 Industrial and Organizational Psychology (3 credits)**
Prerequisite: PY 100
The course will broadly cover the major themes represented by the study of industrial and organizational psychology. The first half of the semester will focus on areas such as job analysis, employee selection, training, performance appraisal, and motivation. The second half of the semester will focus on employee behavior within an organizational framework. **Both semesters**

**PY 319 History of Psychology (3 credits)**
Prerequisite: At least 12 hours of psychology or consent of the instructor
A study of the early recognition and historical trends in the study of psychology from the early Greeks through the Renaissance to the 19th and early 20th century schools of thought. Eminent psychologists and their contributions will be integrated with the historical perspective. **Fall semester**

---

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
PY 320 Research Methods in Psychology (3 credits)
Prerequisite: PY 100 and PY 201
This course will focus on research methods in psychology. Students will learn how to conduct, comprehend and critically evaluate research methods used in a diversity of psychological research including, for example, physiological psychology, child psychology, social issues, sensation and perception, and learning and motivation. Students will evaluate how real studies test theories and hypotheses and determine how to resolve the conflicting findings of previous research. Proper psychological experimental design and writing format will be emphasized.

PY 321 Psychology of Human Differences (3 credits)
The relative contributions of genes and environment to individual and group differences will be examined. Topics will include the description of human variability; gene/environment interactions; the heritability of cognitive abilities, personality, and psychopathology; and sex and age differences.

PY 322 Psychology of Exceptional Children (3 credits)
Prerequisite: PY 224 or PY 226 or consent of the instructor
This course will deal with the identification and understanding of children with special needs. Special techniques appropriate to helping these children will be treated. Emphasis will be placed on the psychological problems of the learning disabled; mentally, emotionally and physically handicapped children as well as those of the academically gifted or creative child. Spring semester

PY 323 Psychology of Mental Retardation (3 credits)
Prerequisite: PY 224 or consent of the instructor
Origins (genetic, organic, sensory, maternal and cultural deprivation), manifestations, diagnostic aids, therapeutic and remedial techniques. Fall semester

PY 324 Psychology of Aging (3 credits)
Prerequisite: PY 100
A study of the sensory, cognitive and social changes resulting from old age, including changes in learning, personality and pathology. Problems of adjustment will be discussed and integrated with research findings in gerontology. Offered alternate years, Spring semester

PY 325 Cognitive Psychology (3 credits)
Prerequisite: At least 12 hours in psychology or consent of the instructor
The psychology of thinking, including historical and philosophical issues, process models, information theory, cybernetic, general systems and field theory approaches, visual and auditory cognition, psycholinguistics, memory and attention, problem solving and concept formation, with implications for mental retardation and learning disabilities. Offered alternate years, Spring semester (formerly PY 339)

PY 340 Sensation and Perception (3 credits)
This course explores the relationship between the nature of the environment and perceptual experience, including the sensory processes. Perceptual processes examined include spatial, pattern, and color perception, as well as our perception of time, depth and the perception of action and events. The relationship between perception, memory, cognition and behavior is investigated, with implications for our understanding of cultural differences, how we perceive personality and emotion and psychotherapeutic change.

PY 338-339 Honors Tutorial (3 credits each semester)
Prerequisite: Consent of the department
Special topics in psychology. Open to All-College and Departmental Honors students. Three hourly meetings weekly. PY 338 Fall semester, PY 339 Spring semester

PY 342 Biopsychology (3 credits)
Prerequisite: BI 100, BI 102 or equivalent and PY 100
This course is an introduction to biopsychology, the scientific study of the biology of behavior. A major component to this course involves a detailed analysis of the brain, including how neurons communicate with one another and the identification and functional significance of major brain structures. In this course, students will learn about a variety of systems including those involved in vision, attention, memory, language, and movement. Additional topics include brain damage and neuropsychology, drug addiction, and the biopsychological examination of hunger and sleep. Emphasis will be on psychological correlates of neurophysiological processes.

PY 344 Drugs and Human Behavior (3 credits)
Prerequisite: PY 100
An exploration of psychoactive drugs and the way in which they are used in psychology today. Each drug will be studied in terms of the psychological, psychophysiological and behavioral theories of drug effects. Offered alternate years, Fall semester

PY 345 Psychology of Consciousness (3 credits)
Prerequisite: PY 100
Consciousness studies are revolutionizing the ways in which we understand ourselves. The phenomena of consciousness will be examined from a variety of perspectives, incorporating the most recent research from the cognitive and neurosciences to explore the evolutionary and adaptive roles of consciousness. The relevance of this material to the study of personality, emotion, memory, learning, creativity and psychopathology will be addressed. The phenomena associated with altered states, dream cognition, hypnosis, meditation, imagery and visionary states will also be examined. This course will be of interest to clinicians and educators, as well as to anyone interested in discovering more about the nature of the human mind and consciousness.
PY/CC/ID 349 Perspectives on the Holocaust (3 credits)
Prerequisite: PY 100 and CC 130
This course introduces students to the study of the Holocaust. It examines the atmosphere and events that allowed the systematic extermination of 11 million non-combatants, including six million Jews. Multidisciplinary in approach, the course draws principally upon psychology and communication studies. Additionally, a variety of social science perspectives are utilized. Recommended for Juniors and Seniors. Offered once each year.

PY 350 Special Topics in Psychology (3 credits)
Prerequisite: At least nine hours in psychology or consent of the instructor
Various and special topics of current interest in psychology will be offered from time to time. Topics will be announced before pre-registration. May be taken more than once but only three credits will be counted towards the first 33 hours in the psychology major. Either semester.

PY 355 Behavior Analysis (3 credits)
This course systematically presents the principles that are necessary to analyze everyday human behavior. These principles are then applied to the treatment and prevention of a wide variety of behavior problems in education, clinical settings and the workplace. An emphasis is placed on the research methods used to assess the effectiveness of each procedure used to change behavior.

PY 360 Psychology of Personality (3 credits)
Prerequisite: PY 100
Basic concepts in the field of personality, organized around such topics as motivation, personality structure and dynamics, personality development, assessment and therapy. Problems and styles of adjustments will be considered. Either semester.

PY 365 Medical Psychology (3 credits)
Prerequisite: Minimum of nine hours in psychology or consent of the instructor
An examination of the psychological and behavioral dimensions of physical illness and health care. Based on contemporary research, including psychoneuroimmunology, imagery and biofeedback, a holistic perspective for working with mind-body interactions is developed. Applications of these issues and methods as they relate to our understanding and experience of health and illness are addressed. Fall semester.

PY 369 Psychology of Criminal Behavior (3 credits)
Prerequisite: PY 100
This class covers basic psychological knowledge about the causes of crime and violent crime. Topics include biological causes of crime, family and childrearing causes, social causes, cognitive biases, and psychological and psychiatric issues and the role they play in criminal behavior. Case studies are examined, and basic research is reviewed. Fall semester.

PY 370 Abnormal Psychology (3 credits)
The primary purpose of this course is to define and classify the many different types of abnormal behavior. The genetic, biochemical and environmental causes for each category of behavior are presented. To a lesser degree, the most effective treatments and the degree to which the treatments are successful is evaluated.

PY 404 Attitude and Personality Measurement (3 credits+)
Prerequisite: PY 310, PY 360, and MA 110 or PY 201
Principles of construction of attitude scales and personality assessment techniques, including both projective and inventory-type techniques. Issues and controversies in psychological measurement. Offered alternate years, Spring semester.

PY 470 Clinical Psychology (3 credits+)
Prerequisite: PY 360 and PY 370
Survey of diagnostic and treatment procedures and resources in clinical work with children and adults; professional skills and responsibilities of the clinical psychologist. Fall semester.

PY 474 Forensic Psychology (3 credits+)
Prerequisite: PY 360, PY 370
A study of basic underlying assumptions of personality theory such as intentionality, nature/nurture and the knowability of man as these issues pertain to motive and bias as they manifest themselves in a judicial system. Offered once in three years.

PY 475 Psychology of Group Behavior (3 credits+)
Group theory, theories of group psychotherapy, leadership and facilitation, group process. Laboratory experience in interpersonal relations designed to develop skills useful in human services applications. Open only to senior psychology majors with consent of the department. Offered alternate years, Spring semester.

PY 485 Honors Thesis (6 credits)
Prerequisite: Consent of the department
This course is open to All-College and Departmental Honors students. Two two-hour weekly meetings with the thesis director will culminate in an honors thesis. The honors student will normally enroll in this course during the fall semester of the senior year and complete the course during the spring semester of the senior year, earning a total of six credits. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Department Honors Committee.

† May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
PY 486 Honors Thesis II (3 credits)
Prerequisite: PY 485
This course is open to All-College and Departmental Honors students who have completed PY 485. Two two-hour weekly meetings with the thesis director will culminate in an honors thesis. The honor student will normally enroll in this course during the spring semester of the senior year. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Department Honors Committee.

PY 490 Senior Seminar (3 credits)
Prerequisite: 18 hours in psychology or consent of the instructor
Topical areas of psychology will be offered to allow seniors an opportunity to make individual presentations and critique each other through discussion. Topics will be announced in advance. May be taken twice, but only three credits will be credited toward the first 33 hours for psychology majors.
Spring semester

PY 492 Seminar: Clinical Methods in Medical Psychology (3 credits†)
Prerequisite: PY 365 or consent of the instructor
A critical examination of practical issues and problems in psychological, behavioral, and holistic approaches to health and illness. A variety of methods for working with mind-body interventions will be demonstrated and discussed. Spring semester

PY 494 Clinical Practicum: Forensic Psychology (3-15 credits)
Prerequisite: PH 100, PY 370, PY 369
Open to seniors who have the opportunity to gain first-hand experience in applying psychology in a clinical setting. Graded on a satisfactory/unsatisfactory basis.

PY 495 Practicum: Medical Psychology (3-15 credits†)
Prerequisite: Consent of the instructor
Provides first-hand experience in the application of psychological, behavioral, and holistic principles to health and illness related issues and problems. Graded on a satisfactory/unsatisfactory basis. Spring semester

PY 496 Personnel Practicum (3-15 credits†)
Prerequisite: Consent of the department
Direct application of psychological principles to actual personnel issues and problems in an organization such as business, industry, government, etc. Open only to seniors who wish to gain first-hand experience. Graded on a satisfactory/unsatisfactory basis. Either semester

PY 497 Research* (1-3 credits)
Prerequisite: Consent of the department
Individual or group research project. Primarily for senior majors in psychology; others by special arrangement. May be taken twice for maximum of six credits. Either semester
*No more than six hours of any combination PY 497, PY 498, or PY 499 may be counted toward the first 33 hours in the psychology requirements for a major.

PY 498 Clinical Practicum* (3-15 credits)
Prerequisite: Consent of the department; formal application required
Open to seniors who wish to have the opportunity to gain first-hand experience in applying psychology in a clinical setting. Graded on a satisfactory/unsatisfactory basis. Either semester
*No more than six hours of any combination PY 497, PY 498, or PY 499 may be counted toward the first 33 hours in the psychology requirements for a major.

PY 499 Directed Study in Psychology* (1-3 credits)
Prerequisite: Consent of the department; formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. Either semester
*No more than six hours of any combination PY 497, PY 498, or PY 499 may be counted toward the first 33 hours in the psychology requirements for a major.

PY 500 Developmental Human Psychology (3 credits)
Prerequisite: matriculation in graduate program in psychology or counseling or consent of the instructor
This course provides a comprehensive foundation for the study of human psychology from a developmental perspective. The scope and current thinking in each of the five cognate areas will be examined, including cognition/perception, neuropsychology, psychopathology, learning and social psychology. Current research, theory, application and conceptual structure within each area will be reviewed. Considerable attention will be placed on the interface between theory and practice.

PY 503 Directed Study (credit to be arranged)
Designed for the “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.

PY 504 Research (1-4 credits)
Original research undertaken by the graduate student in a specific field. Students initially enroll in PY 504 for four credits, and subsequently enroll for one credit each term that work continues. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
PY 505-506 Research Methods and Design I-II
(3 credits for each semester)
Prerequisite: Admission to M.A. in psychology program or consent of the department
This course includes two semesters of integrated statistical procedures and research design skills. Special emphasis will be placed on methodological issues that are likely to confront the graduate in applied settings. In addition to covering traditional and design concepts, special applied research tools such as survey methodology, program evaluation “small-N” designs, nonparametric and multivariate models will be presented. The course will be very closely tied to the use of commonly available statistical packages such as SPSS, BMD, ALICE, and STP. The course will reflect a strong experiential component including data collection, analysis and interpretation.

PY 508 Advanced Seminar (3 credits)
Prerequisite: Admission to M.A. in psychology program or consent of the department
Various and special topics of current relevance in psychology, to be dealt with in depth, will be offered from time to time. Topics will be announced before pre-registration. May be taken more than once.

PY 509 Foundations of Clinical Practice (3 credits)
Prerequisite: Matriculation in graduate program in psychology, or counseling or consent of the instructor
This course will prepare the clinician for practicum/internship training by considering the following: 1) historical overview of the profession; 2) multidimensional identity and roles of the mental health professional; 3) practice issues and issues related to federal and state legislation dealing with, for example, duty to warn, confidentiality and mandated reporting; 4) the variety of clinical settings and mental health delivery systems, including principles, theories and techniques of evaluation and management; 5) ethical and legal standards of psychological professional organizations; 6) experimental learning and the use of supervision; 7) report writing and note keeping for clinicians; 8) self-evaluation.

PY 511 Theories of Psychotherapy (3 credits)
Prerequisite: Admission to M.A. in psychology program or consent of the department
The major counseling theories are explored in an academic and experiential format. Role playing and videotaping of the theories are common modalities. A sampling of the theories discussed are: Reality Therapy, Behavior Therapy, Rational Emotive Therapy, Gestalt Therapy, Transactional Analysis, Client Centered Therapy and the Psychoanalytic Model. (formerly PY 570)

PY 512 Evaluation Techniques (3 credits)
Prerequisite: Admission to M.A. in psychology program or consent of the department
The course will begin with traditional components of psychological testing, including test construction, test development, test administration and test interpretation. Specific training will be placed on frequently administered clinical tests (e.g., MMPI, WAIS, and WISC). Beyond traditional test theory, students will be exposed to contemporary evaluation devices including behavioral assessment, interview data and naturalistic observation. (formerly PY 573)

PY 513/GC 563 Psychopharmacology for Non-medical Professionals (3 credits)
This course examines modern drug treatment for mental disorders, including schizophrenia, mania, depression and anxiety. The types of drugs – antipsychotics, antidepressants, antianxiety, and sedative-hypnotics – are discussed in conjunction with diagnostic factors, effectiveness, side effects, risk, and biological actions. Psychotherapeutic and ethical concerns are considered.

PY 516/GC 529 Multicultural Counseling (3 credits)
Prerequisite: Admission to M.A. in psychology program or consent of the instructor
This skill-based course will further develop the students’ working knowledge and basic competency in multicultural counseling theory and application. To this end, the course will focus on the counselor on both a personal level. Additionally, the course will examine salient and population specific issues related to the life experiences of the culturally “different” client and how such experiences impact on the counseling relationship and process. Underlying values and assumptions associated with widely used traditional counseling interventions and their appropriateness with non-mainstream populations will be explored. Traditional and nontraditional culturally consonant counseling approaches will also be discussed.

PY 517/GC 539 Career Information and Placement
(3 credits)
Prerequisite: Admission to M.A. in psychology program or consent of the instructor
This course will review concepts, issues, and trends in the field of career education. It is designed to consider the role of the counselor in the career decision making process, as well as current issues in the facilitation of career decisions for women, men, couples and “minority” persons. Topics will include, but may not be limited to, selected theories of career life planning and development; techniques designed to bring about greater awareness of needs, values, interests and abilities related to career decision-making; and a range of techniques counselors may choose to facilitate work with clients. Practicum field component included.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
PY 518/GC 538 Theory and Process of Group Interaction (3 credits)
Prerequisite: Admission to M.A. in psychology program or consent of the instructor
An examination of the theories and processes of group dynamics and their relationship to counseling philosophy. Special emphasis will be placed on the synthesis of leadership, membership, and purpose, as well as the evaluation of the appropriateness of various group counseling applications.

PY 519/GC 542 The Facilitation of Group Experience (3 credits)
Prerequisite: GC 538 or consent of the instructor
An introduction to the concepts and practices of facilitating various types of group experiences. A number of leadership methods will be presented, and each participant will experience a leadership role under controlled circumstances.

PY 520/GC 564 Theories of Development (3 credits)
Prerequisite: PY 224, PY 360 or equivalent; consent of the instructor
This course will contrast and compare the major models of development: cognitive-structural, psychoanalytic, and behaviorist, with special emphasis on their prior assumptions and research strategies. Works of Piaget, Werner, Freud, Erikson, Skinner, Spence and others will be examined.

PY 525/GC 565 Cognitive Development (3 credits)
Prerequisite: PY 224 or equivalent; consent of the instructor
The development of the cognitive processes, including perception, language, intelligence and memory. Throughout the life cycle, the major focus will be on the growth of basic systems and strategies for representing information symbolically. The work of cognitive theories such as Berlyne, Bruner and Piaget will be considered.

PY 526/GC 566 Childhood Psychopathology (3 credits)
Prerequisite: PY 224, PY 327 or equivalents
The nature, etiology, consequences and prevention of the major emotional disorders of children, considered from a developmental viewpoint. Areas include emotional problems of normal children as well as serious psychopathology. Primary emphasis is on psychological factors responsible for deviance. Some attention to organic and constitutional factors.

PY 541 Psychotherapy: Theory and Practice I (3 credits)
Prerequisite: Matriculation in M.A. program in psychology or consent of the instructor
An examination of short term/focused psychotherapy usually practiced in a managed care environment. Attention is given to treatment planning, strategies of intervention for symptom reduction, and management and utilization of community resources.

PY 542 Psychotherapy: Theory and Practice II (3 credits)
Prerequisite: Matriculation in M.A. program in psychology or consent of the instructor
An examination of cognitive therapy for the treatment of psychological disorders. The theory base of Beck, Ellis, and others is utilized to focus on the role of cognition in the development and maintenance of such states as depression, anxiety, and personality disorders. Strategies for intervention and treatment are included.

PY 543/GC 567 Marital and Family Therapy (3 credits)
Prerequisite: Matriculation in M.A. program in psychology or consent of the instructor
This course is an examination of the treatment strategies for marital and family systems. Attention will be given to 1) history and development of marital and family therapy, 2) current schools of therapy; 3) strategies of intervention, 4) the role of the therapist in marital and family work, 5) professional standards for marital and family therapy.

PY 575/GC 568 Psychopathology (3 credits)
Prerequisite: Matriculation in psychology M.A. program or consent of the instructor
An examination of the classification, symptoms and treatment of the types of psychopathology listed in the DSM III-R, or its revisions. Special focus will be given to differential diagnosis issues and intervention strategies.

PY 591 Clinical Practicum (3 credits)
Prerequisite: Both the completion of the first year coursework (PY 505, PY 506, PY 509, PY 511, PY 512, PY 513) and the approval of the Psychology Graduate Committee
The Clinical Practicum will prepare students to work in mental health settings, providing opportunities to observe and assist under supervision. 100 hours required, including a minimum of 40 hours direct service work; 10 hours of individual supervision; and 20 hours of group supervision. 1 cr/sem: complete in two semesters, 50 hrs/sem, working 3.5 hrs/wk. 2 crs: complete in one semester, for 100 hours, working 7 hrs/wk. May be taken more than once but must total minimum of 100 hours (2 crs).

PY 592 Internship (3-12 credits)
Prerequisite: PY 591 and matriculation in M.A. program in psychology
The internship will allow students to apply the skills acquired through classroom and practicum work. Students will be placed in mental health settings and will receive extensive supervision. Required 600 hours, including a minimum of 240 hours direct service work, 15 hours of individual supervision, and 30 hours of group supervision. It may not be taken for more than 6 credit hours in a single semester. Once begun, the internship must be taken in consecutive semesters. May be
completed in 2 semesters (6 credits each semester) for 300 hours each semester, working 20 hours each week, or completed in 4 semesters (3 credits each semester) for 150 hours each semester, working 10 hours each week. Must be taken more than once, but must total a minimum of 600 hours (12 credits).

**PY 593 Advanced Applied Clinical Seminar (3 credits)**
Prerequisite: Matriculation in graduate program in psychology, concurrent registration in PY 592 or consent of the instructor
Students registering for PY 592 Internship must register concurrently for PY 593. This course will provide students with a forum for discussion and in-depth analysis of issues related to their internship experience. Students will have the opportunity to further examine and apply psychotherapeutic techniques. During this time, students will be actively working with clients as part of their internship. Emphasis will be placed upon further refinement of a student's personal style and self-awareness. Use will be made of audio and videotape, as well as role playing observation. Broader issues, including multiculturalism, human development, technology and context (i.e., urban, rural, suburban) will be integrated throughout the seminar.

**Other Approved Courses:**
PY 351 Psychology of Art
PY 385 Environmental Psychology
PY 514 Attitude Change Research
PY 515 Controversies in Social Psychology
PY 516 Multicultural Counseling
PY 517 Career Information and Placement
PY 518 Theory and Process of Group Interaction
PY 519 The Facilitation of Group Experience
PY 520 Theories of Development
PY 525 Cognitive Development
PY 526 Childhood Psychopathology
PY 528 Seminar in Clinical Child Psychology
PY 540 Cognitive-Perceptual Psychology
PY 543 Marital and Family Therapy
PY 551 Advanced Seminar in Personnel
PY 552 Employee Evaluation Techniques
PY 553 Theories and Research in the Psychology of Motivation
PY 572 Community Psychology and Mental Health
PY 576 Transpersonal Psychology

**RECREATION (RC)**

**RC 230 Introduction to Recreation (3 credits)**
The history of recreation from primitive man to the present. Philosophies of recreation, leisure, work and play are presented. Recreation services and career opportunities are discussed. Professional organizations and literature are reviewed. Fall semester

‡ May be taken for graduate level credit.

**RC 330 Theory and Principles of Leisure (3 credits)**
A course designed to provide the student an opportunity to explore the impact of leisure on society and the individual. Economic, educational, social and psychological phenomena and the force each has on leisure are examined. Offered alternate years

**RC 331 Outdoor Recreation Resources (3 credits)**
Study of the design, effective use, management and programs of outdoor recreation and conservation areas. Offered alternate years

**RC 332 Leadership and the Group Process (3 credits)**
This course provides theory and experiences necessary to develop an understanding of leadership, group dynamics and effective group skills. Fall semester

**RC 333 Camp Leadership and Organized Camping (3 credits)**
A study of organized camps and camping programs with particular emphasis on program planning, selection and training of staff and administrative details in organized camping. Offered alternate years

**RC 461 Organization and Administration in Recreation (3 credits)**
Organization and administration of recreation at public, private and commercial agencies are examined. Planning, organizing, directing, controlling and evaluating leisure services is included. Spring semester

**RC 462 Programming for Recreation and Leisure (3 credits)**
The opportunity to plan, conduct, evaluate and observe a wide variety of both on-campus and community-based programs and activities. Spring semester

**RC 463 Current Issues in Recreation and Leisure Service (3 credits)**
This course will provide for the study of selected current issues and changing trends in recreation and leisure service.

**RC 475 Games Leadership Workshop (3 credits)**
This workshop is designed for people interested in building relationships through play in games. The games emphasis will move away from the familiar competitive play experience to the non-competitive, supportive and cooperative play experience. Participants will develop a repertoire of games suitable for all ages. Leadership competence will provide participants with the tools to take games to others in schools, business, community groups and the family. Offered alternate years

**RC 498 Field Experience in Recreation (3-15 credits)**
Prerequisite: Consent of the department; formal application required
A field experience offers qualified students the opportunity

*Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.*
to gain practical experience in their field of study. Placements are made in both public and private agencies and are designed to complement the student’s theoretical study.

RC 499 Directed Study in Recreation (1-3 credits)
Prerequisite: Consent of the department; formal application required
Open to all juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. Either semester

READING (RD)

RD 503 Directed Study (credit to be arranged)
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.

RD 549 Reading in the Content Areas (3 credits)
Designed in a workshop format to have students use their own textbooks to develop exercises, which aid children in processing content print. Direct and indirect strategies for teaching vocabulary, reading processes, skill acquisition lessons, study guides and levels of questioning are analyzed and utilized as they apply to the different content material.

RD 550 Improving Literacy Instruction (3 credits)
Teachers are introduced to the subject matter, that constitutes effective literacy instruction (all levels). They examine classroom practices that are consistent with the socio-psycholinguistic theories of learning and develop a knowledge base of literacy instruction, that benefits students’ comprehension of text. Includes 25 hours of fieldwork. May not be audited.

RD 551 Case Studies in Literacy Acquisition and Development (3 credits)
Through case studies, teachers develop their understanding of language, literacy, and learning. Knowledge of the reading and writing processes provides the foundation for instruction and assessment. Includes 25 hours fieldwork. May not be audited.

RD 552 Literacy Assessment Principles and Techniques (3 credits)
Prerequisite: RD 551 and program matriculation or consent of program coordinator.
Teachers use formal and informal diagnostic procedures to measure, monitor and report literacy processes and behaviors: elements of letter knowledge, word knowledge, syntactic knowledge, schematic knowledge and studying and thinking strategies. With an understanding of these principles and techniques, teachers engage students through diagnostic instruction and careful monitoring for individual gains and (when appropriate) remediation. Includes 25 hours fieldwork. May not be audited.

RD 553 Issues in Literacy Education (3 credits)
Prerequisite: RD 550 and program matriculation or consent of program coordinator
Teachers prepare for their role as literacy specialists and consultants through extensive reading, writing, research, discussion, and debate. They advance their thinking in a range of complex political and educational issues that impact our local, national, and global communities. Includes 25 hours fieldwork. May not be audited.

RD 555 Supervision and Administration of Literacy Programs (3 credits)
Prerequisite: RD 550, RD 552 and program matriculation or consent of program coordinator
Teachers research, examine, and appraise components of effective literacy programs (all levels). They develop strategies for creating a literate environment, organizing and planning for effective instruction, and communicating information about language and learning. Includes 25 hours fieldwork. May not be audited.

RD 556 Literacy Curriculum Development and Implementation (3 credits)
Prerequisite: RD 555 and program matriculation or consent of the adviser or instructor
Teachers apply the prevailing knowledge base in literacy to issues of curriculum development and implementation, with particular emphasis on bringing local instruction in line with state and national curriculum frameworks and standards. Includes 25 hours fieldwork. May not be audited.

RD 558 Practicum Experience for the Consulting Teacher of Reading I (3 credits)
Prerequisite: For those seeking educator license in Reading:
Successful completion of the Massachusetts Test for Educator Licensure (Literacy and Communication Skills and Reading)
ED 530, RD 552, RD 553, RD 556 and application approved by adviser, field placement supervisor, program coordinator, and S.E.A.S. dean. Candidates who do not hold standard licensure must provide documentation of a passing score on the Reading Test of the Massachusetts Educator Licensure Test.
Master’s candidates assume the role of coordinator or consulting teacher of reading in working with students and teachers in a supervised 200-hour field experience. In this role, candidates must consistently demonstrate and document the knowledge a reading professional should have and the actions a reading professional should take. RD 558 and RD 559, fall and spring respectively, comprise a yearlong practicum or internship that upon graduation leads to college endorsement for specialist licensure in Reading (all levels) with the Massachusetts State Department of Education. Includes 200 hours fieldwork.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
RD 559 Clinical Experience for the Consulting Teacher of Reading II (3 credits)
Prerequisites: RD 558 and application approved by adviser, field placement supervisor, program coordinator, and S.E.A.S. dean.
Master's candidates expand the role of coordinator or consulting teacher of reading through leadership in their schools and communities in a supervised 200-hour field experience. In this role, candidates must consistently demonstrate and document the knowledge a reading professional should have and the actions a reading professional should take. RD 558 and RD 559, fall and spring respectively, comprise a yearlong practicum or internship that upon graduation leads to college endorsement for specialist licensure in Reading (all levels) with the Massachusetts State Department of Education. Includes 200 hours fieldwork. May not be audited.

RD 560 Literacy Research Seminar I (1 credit)
RD 561 Literacy Research Seminar II (2 credits)
Prerequisites: ED 530, RD 552, RD 553, RD 556
Candidates for the Master's degree in reading examine, review, analyze, and reflect upon their academic and professional experiences as they relate to literacy education and continued professional development. They conduct and report on an in-depth systematic investigation of literacy programs and practices. RD 560 and RD 561 should be taken concurrently with RD 558 and RD 559. May not be audited.

RD 570 Special Topics in Literacy Education (1-4 credits)
Special topics of current relevance in literacy education will be offered. The topic to be addressed will be announced in pre-registration publications. May be taken more than once.

RD 650 Research in Literacy Curriculum and Instruction (3 credits)
Prerequisite: Consent of the instructor
As curriculum and instructional leaders, educators enhance their knowledge of educational research and refine strategies for using published research to support the development and implementation of changes in curriculum and instruction to reflect current socio-psycholinguistic theories and models of reading and literacy. Includes 25 hours fieldwork. (Course restricted to cohort members)

RD 651 Socio-psycholinguistics and Critical Literacy (3 credits)
Prerequisite: Consent of the instructor
Educators review the history of reading instruction in the United States to understand the learning theories that have influenced methods and materials for classroom practice. This historical perspective provides a foundation for interaction among researchers, teachers, and curriculum developers in response to our changing knowledge about complex cognitive processes in a world of rapidly changing materials, media forms, and technologies. Educators research theoretical processes and models of reading and writing to develop an in-depth understanding of socio-psycholinguistic theories of language, literacy, and learning. Includes 25 hours fieldwork. (Course restricted to cohort members)

RD 652 Cultural Foundations of Literacy (3 credits)
Prerequisite: Consent of the instructor
Educators develop a cognitive framework for literacy acquisition and development and create a synthesis of their professional knowledge of the cultural and linguistic foundations of literacy, the reading process, and the strategies that enable readers to use the cues systems of written language. The learning experience centers on experimental research using a single-subject design in a readers' workshop setting. Includes 25 hours fieldwork. (Course restricted to cohort members)

RD 653 Diagnosis, Assessment, and Evaluation of Student Performance and Program Effectiveness (3 credits)
Prerequisite: Consent of the instructor
Educators learn and practice a diagnostic, decision-making model for individual and group literacy instruction. They gain competence and confidence in conducting, analyzing, manipulating, and reporting ongoing, varied, and multiple measures of students' progress. A clear understanding of the fundamentals of descriptive statistics and efficient diagnostic practices explicates the interpretive processes for understanding and improving the literacy behaviors of all students in district-wide planning. Includes 25 hours fieldwork. (Course restricted to cohort members)

RD 654 Principles and Programs in Professional Development (3 credits)
Prerequisite: Consent of the instructor
Educators examine their role as professional leaders and agents of change in their schools and educational communities through the supervision and administration of reading and literacy programs. Guided by a thorough knowledge of social-constructivist approaches and of the demand for raising professional standards, they cultivate leadership through collegial partnerships and relationships that result in a more effective learning and teaching practice. Includes 25 hours fieldwork. (Course restricted to cohort members)

RD 655 Case Studies in N-12 Literacy Curriculum and Instruction (3 credits)
Prerequisite: Consent of the instructor
Educators act as consultants in authentic case studies of district-wide literacy programs and practices. They use a variety of techniques to assess and evaluate the effectiveness of the existing language arts curriculum. They develop a well-documented report of curriculum strengths and weaknesses, and make specific recommendations for more effective literacy curriculum content, implementation, instruction, and assessment. Includes 25 hours fieldwork. (Course restricted to cohort members)

**Note:** This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
RD 670 Seminar (3 credits)
This course serves as a foundation for curriculum leadership in literacy education. Students will examine and explore educational trends, values, and vision to develop a personal statement of beliefs for literacy education at all levels. This will serve as the foundation for exploring issues in critical pedagogy for multiple literacies, as essential to today’s educational planning. Students will identify an area of instructional practice for additional research. (Course restricted to cohort members)

RD 681 C.A.G.S. Literacy Practicum (3 credits)
Prerequisite: For those seeking educator licensure in Reading: Successful completion of the Massachusetts Test for Educator Licensure (Literacy and Communication Skills and Reading)
RD 650, RD 651, RD 652, RD 653, RD 654, RD 655, RD 670 and application approved by adviser, field placement supervisor, program coordinator and S.E.A.S. dean.
In this culminating experience, candidates for the C.A.G.S. in Reading provide leadership through the administration and supervision of reading/literacy programs. They use these experiences to design and implement a project in exemplary practices. This project, a 200-hour field-based investigation, establishes the candidate as a competent, confident literacy coordinator and consultant (IRA role 5). The implementation of the project, the documentation of exemplary practices, and the resulting multimedia exhibit combine evidence of a successful capstone experience. Participants working under the guidance of the instructor/supervisor complete their program and projects and defend them in oral comprehensive examinations. (Course restricted to cohort members)

RD 682 C.A.G.S. Literacy Practicum II (1 credit)
A continuation of RD 681, this course is required only of candidates who do not complete and/or successfully defend their project and exhibit in the academic year. Such candidates will register for RD 682 each semester thereafter (fall and spring) until the project is completed. (Course restricted to cohort members)

EDUCATIONAL LEADERSHIP (SA)

SA 502 Research (credit to be arranged)
Original research undertaken by the graduate student in his or her field. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.

SA 503 Directed Study (3 credits)
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Independent Study" in the Graduate and Continuing Education section of this catalog. This course may be repeated.

SA 509 Seminar for Future Leaders (3 credits)
Prerequisites: Acceptance into the LEAD program (Accelerated Leadership)
This course is the first in the accelerated licensure program in Educational Leadership. In the course, students will complete a portfolio in order to determine the number of credits (up to 9) that will be waived based on documentation presented to the Practitioner Panel. A maximum of two courses and half of the practicum can be waived based on prior leadership experience.

SA 510 Seminar on Educational Leadership for the Future (3 credits)
This course is the first course in the M.Ed. program in Educational Leadership. To be admitted to the program, students must have completed this course or be concurrently enrolled. As an introductory course, one of the primary goals is to introduce students to major concepts and program strands that are developed in depth in subsequent courses. These include leadership theory applied to the educational setting, the nature of organizations, and key leadership skills such as decision-making, team building, empowering others, and fostering collaboration. Students will also begin their study of the change process, the dynamics of effective group process and ethical issues of school leadership. Finally, students will be introduced to the M.Ed. program itself and encouraged to reflect on whether being an educational leader is something they really want to do. As part of the process, students will develop personal vision statements.

SA 511 Educational Leadership and Managerial Effectiveness (3 credits)
This course is designed to introduce prospective school leaders to the theory and practice of systems thinking as it is applied to organizational planning and development issues. School leaders need to know how to assess needs, establish priorities, set goals, allocate resources and develop and implement strategic plans in order to facilitate effective educational programs and practices. As importantly, they need to develop the ability to involve others in the development, planning and implementation phases of school improvement efforts. Major topics include systems thinking (concepts and strategies) and the principles of total quality management (T.Q.M) applied to the educational setting. The course also examines recent research on key topics.

SA 513 Special Topics in Educational Administration (1-3 credits)
Prerequisite: At least nine hours in educational administration or consent of the instructor. Additional prerequisites may be specified depending upon the nature of the topic. Selected and timely topics in the various fields of emphasis pertaining to educational administration. The topics to be addressed will be announced in pre-registration publications. May be taken more than once with the consent of the adviser.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
SA 530 Research Applications for School Leaders (3 credits)
Future school leaders need to develop a solid foundation of understanding the role of research in guiding and informing administrative practice and the habits of mind that foster inquiry and the active pursuit of school improvement. In this course students will study the major concepts and strands of research methodology and their applications in the school setting. They will also learn to become skilled consumers of educational research by reviewing and critiquing current research reports involving school organizational and leadership issues. Finally, each student will develop a research proposal in a formal paper.

SA 540 Educational Leadership Clinical Experience: Administrator of Special Education (6 credits)
SA 542 Educational Leadership Clinical Experience: School Business Administrator (6 credits)
SA 543 Educational Leadership Clinical Experience: Supervisor/Director (6 credits)
SA 544 Educational Leadership Clinical Experience: Elementary School Principal (6 credits)
SA 545 Educational Leadership Clinical Experience: Middle School Principal (6 credits)
SA 546 Educational Leadership Clinical Experience: High School Principal (6 credits)
The clinical experience provides an opportunity for standard certification candidates to integrate content area knowledge, pedagogical theory and practical experience. The clinical experience will be a minimum of 400 clock hours and include site visits and seminars on campus. The completion of the clinical experience is required for a successful candidate to become certified at the standard level.

SA 561 Elementary School Administration (3 credits)
SA 562 High School Administration (3 credits)
SA 563 Middle School Administration (3 credits)
The application of general principles of school administration to the specific problems of the elementary, middle or high school. Emphasis is on curriculum development and program evaluation; personnel supervision and evaluation; goal setting, establishing priorities, allocating resources, facilitating the educational process in response to the needs of learners, teachers and the community; school law; budgeting; plant management; community education; human concerns including dealing in an equitable, sensitive and responsive manner with students, teachers, parents and the community.

SA 564 Selection and Development of Educational Personnel (3 credits)
Staff selection and development will be studied including theories and techniques of supervision, evaluative procedures to assess the effectiveness of programs and personnel, organizational characteristics of schools and strategies for institutional change, in-service education and personnel and program planning.

SA 565 School Finance and Business Administration (3 credits)
A study of the financial support for public schools from local, state and federal governments. Fiscal planning, budgeting, plant management, state and municipal financing, accounting and purchasing procedures, distribution of supplies and services, transportation and food service will receive attention.

SA 567 Human Concerns in the Schools (3 credits)
A study of theory, research and practice in the area of human relations in the school including public relations; clear and appropriate communication; and equitable, sensitive and responsive relations with students, teachers, parents and the community.

SA 568 Seminar in School Administration (3 credits)
Study and analysis of current problems and issues in school administration.

SA 569 Legal Aspects of School Administration (3 credits)
Legal rights, duties and liabilities of school personnel in general relationship to the school committee in Massachusetts will be studied. Intended for administrators, prospective administrators and classroom teachers interested in the legal aspects of school committees, school property, teaching contracts, labor relations and collective bargaining, tenure, prevention of injury and accidents to students, relationships with parents and a general survey of educational law cases at the local, state and national levels.

SA 572 Technology for School Administrators (3 credits)
New administrative software will be reviewed as each student becomes proficient in the use of a microcomputer. Students will also become familiar with educational uses of interactive television, videodisk and hypercard. Distance learning and cooperative projects will also be addressed.

SA 578 Curriculum Improvement (3 credits)
Contemporary theories of curriculum design and evaluation are explored. Students are expected to develop an eclectic approach to curriculum improvement based upon those theories and upon contemporary organizational factors, including leadership and management. Material is presented relating to developing community education programs and to personnel and program planning.

SA 579 Diversity Issues for School Leaders (3 credits)
This course is designed to assist in the focusing of school administrators and leaders on issues of diversity and assessing how these issues will impact the total school community.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
**Course Descriptions**

**SA 580** Practicum in Administration of Special Education (6 credits)
**SA 582** Practicum in School Business Administration (6 credits)
**SA 583** Practicum in Supervisorship/Directorship (6 credits)
**SA 584** Practicum in Elementary School Principalship (6 credits)
**SA 585** Practicum in Middle School Principalship (6 credits)
**SA 586** Practicum in High School Principalship (6 credits)
**SA 587** Practicum in Superintendency/Assistant Superintendency (6 credits)

A practicum consists of 400 hours of fieldwork meeting the national competencies distributed at an orientation meeting. The practicum is jointly supervised by a college supervisor and a cooperating administrator.

**SA 591 Seminar in School Administration: The Superintendency (3 credits)**
Examination of major issues and problems confronting school superintendents. Students will be expected to study the relevant literature pertaining to school administration and prepare scholarly papers for class presentation.

**SA 590** Administrator of Special Education Internship (6 credits)
**SA 592** School Business Administrator Internship (6 credits)
**SA 593** Supervisor/Director Internship (6 credits)
**SA 594** Elementary School Principal Internship (6 credits)
**SA 595** Middle School Principal Internship (6 credits)
**SA 596** High School Principal Internship (6 credits)
**SA 597** Superintendent/Assistant Superintendent Internship (6 credits)

An internship consists of 400 hours of paid or unpaid work in the role and at the level of the certificate sought. The intern is required to meet the national competencies distributed at the orientation meeting and is supervised by a college supervisor and a cooperating administrator.

**SA 603 Directed Study in School Administration (3 credits)**
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog.

**SA 663 Effective School Leadership for High Schools (3 credits)**
These courses address principles of effective leadership and management for elementary, middle or high schools. Emphasis is on the role of the principal as an instructional leader and manager of change. Specific topics include goal setting, site based management, and team leadership as well as operational issues involving plant management, scheduling and fiscal administration. (Course restricted to cohort members)

**SA 664 The Personnel Function of Public Schools (3 credits)**
Staff selection and development will be studied in the context of the personnel function of public schools as well as techniques of clinical supervision. In addition, strategies such as peer coaching and microteaching, designed to enable the practitioner to promote effective teaching, will be examined. Students will assess the effectiveness of personnel and staff development program approaches as integral to long range organizational development. (Course restricted to cohort members)

**SA 665 Fiscal Aspects of School Administration (3 credits)**
This course deals with all aspects of the financing of public schools in Massachusetts and the implementation of Proposition 2 1/2 and the Educational Reform Act of 1993. Major topics include fiscal planning for technology, capital improvements and programs and services. Plant management, accounting, purchasing, transportation, food service and revolving accounts are covered in detail. (Course restricted to cohort members)

**SA 667 Communication Between and Among School Stakeholders (3 credits)**
Written and oral communication and interpersonal skills are studied and practiced in detail. Topics include sensitivity to all aspects of the audience, targeting the message, identifying power structures and opinion leaders and dealing with conflict and stress. The course addresses the articulation of the vision and mission of schools through the development of a communications plan. A range of community relations issues including working with the media, business partnerships, school councils and parental interactions are covered. (Course restricted to cohort members)

**SA 669 Concepts and Cases in School Law (3 credits)**
Constitutional, statutory, regulatory and contractual aspects of public schools are studied. The procedures and strategies for their development and the political implications of their implementation are discussed and analyzed through case studies. Massachusetts Reform Law and the development and implementation, monitoring and revision of school committee policies and procedures are main foci of this course. (Course restricted to cohort members)

*Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.*
SA 670 Certificate of Advanced Graduate Study (CAGS) Seminar (3 credits)
This course is the first course of the program. A major objective of this course is to challenge each student to examine his/her core values and to articulate a vision of public education for the future. The introduction of major concepts of leadership theory is a second major objective. Students study the changing nature of modern organizations and critical leadership skills, including decision-making, team building and the fostering of collaboration in schools. In addition, each student will identify an area of “concern” in his/her district that can become the topic for the required leadership project. (Course restricted to cohort members)

SA 672 Technology for Administrators (3 credits)
This course will examine the many uses of technology in a school administrative setting. Attention will be given to using several computer software management programs, examining state and federal initiatives and guidelines concerning technology in K-12 education, creating administrative multimedia presentations and assessing personal strengths and weaknesses in the use of technology in school administrative roles. Discussions concerning the ethical use of technology in an educational setting will help clarify the role of school administrators as leaders in promoting student and faculty awareness of the proper use of information mediums. (Course restricted to cohort members)

SA 675 Research Issues in School Administration (3 credits)
School leaders have a responsibility to be reflective practitioners and to develop and instill in others; the habits of mind that foster inquiry and the active pursuit of school improvement. This course has three primary purposes: 1) to foster skillful and discriminating consumers of educational research; 2) to help practitioners understand the implications of research for school leaders; and 3) to enable each participant to complete first drafts of the background and significance and literature review of his/her leadership project. In the process, research methodologies and their applications in the school setting will be reviewed. (Course restricted to cohort members)

SA 677 Systems Planning for Educational Leaders (3 credits)
Successful educational planning and managerial strategies to assess and define needs, establish priorities, set goals, allocate resources, implement plans and facilitate the instructional process in response to the needs of learners, teachers and the community are explored. Major topics include systems thinking and planning and the principles of total quality management applied to the educational setting. Additionally, this course examines recent research on planning and organizational development in education. (Course restricted to cohort members)

SA 678 Curriculum Development and Program Management (3 credits)
This course focuses on the analysis of factors influencing curriculum design, research and reform, including the frameworks in Massachusetts, assessment and evaluation. Trends in curriculum theory and leadership role of administrators in curriculum alignment, instrumental planning, and program assessment are major topics. (Course restricted to cohort members)

SA 681 CAGS Extern (3 credits)
All CAGS students must complete a leadership project that combines theory and practice and contributes to the knowledge base of educational practitioners. This course focuses on the implementation, documentation and reporting of the student leadership project. Participants, working under the guidance of the instructor, complete their projects and defend them in oral comprehensive examinations. Graded on a pass/fail basis. (Course restricted to cohort members)

SA 682 CAGS Extern II (1 credit)
Prerequisite: SA 681
A continuation of SA 681. Students who do not complete their leadership project in SA 681 in an academic year will be required to register for SA 682 each semester thereafter (fall and spring) until the project is completed. Graded on a pass/fail basis. (Course restricted to cohort members)

SA 689 Practicum in Directorship of Pupil Personnel Services (6 credits)
A practicum consists of 400 hours of fieldwork meeting the national competencies distributed at an orientation meeting. The practicum is jointly supervised by a college supervisor and a cooperating administrator.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
SA 690 Internship in Administration of Special Education (6 credits)
SA 693 Internship in Supervisorship/Directorship (6 credits)
SA 694 Internship in Elementary School Principalship (6 credits)
SA 695 Internship in Middle School Principalship (6 credits)
SA 696 Internship in High School Principalship (6 credits)
SA 697 Internship in Superintendency/Assistant Superintendent (6 credits)
SA 698 Internship in Directorship of Guidance (6 credits)
SA 699 Internship in Directorship of Pupil Personnel Services (6 credits)

An internship consists of 400 hours of paid or unpaid work in the role and at the level of the certificate sought. The intern is required to meet the national competencies distributed at the orientation meeting and is supervised by a college supervisor and a cooperating administrator.

Other approved courses:
SA 515 Contract Administration for Educational Leaders
SA 559 Administration of Community Education Program
SA 560 The American Public School Today
SA 566 School Plant Planning and Administration
SA 570 Contemporary Issues in School Administration
SA 571 Introduction to Theory and Understanding of Group Interaction
SA 573 Innovative Administration Practices in Modern Education
SA 576 Issues for Women Administrators

SCHOOL GUIDANCE COUNSELING (SC)

SC 523 The School Guidance Counselor: Psychopathology and Developmental Issues (3 credits)
An examination of child and adolescent psychological development as well as the clinical issues encountered in today's school settings. This course will examine psychological theories of development, developmental issues and crises, and learn a basic understanding of the classification system, symptoms, regarding the types of psychopathology listed in the current Diagnostic Statistical Manual (DSM).

SC 531 Organization and Administration of Guidance Programs (3 credits)
This course will examine the administrative skills necessary to perform: a needs assessment, program design and evaluation for effective counseling and guidance programs in an educational setting. Students will develop research and communication approaches to respond appropriately to social, economic and political demands within a school.

SC 561 Internship I: School Guidance Counselor (PreK-8) (6 credits)
Prerequisites: SC 570 and a fieldwork application approved by the Counseling Programs Committee
This first level fieldwork experience is for students who are employed in the role of a PreK-8 School Guidance Counselor. This internship includes a minimum of 300 clock hours at an approved fieldwork site. Fall and spring semester and summer sessions

SC 562 Internship II: School Guidance Counselor (PreK-8) (6 credits)
Prerequisites: SC 561 and a fieldwork application approved by the Counseling Programs Committee
This second level fieldwork experience is for students who are employed in the role of a PreK-8 School Guidance Counselor. This internship includes a minimum of 300 clock hours at an approved fieldwork site. Fall and spring semester and summer sessions

SC 563 Internship I: School Guidance Counselor (5-12) (6 credits)
Prerequisites: SC 580 and a fieldwork application approved by the Counseling Programs Committee
This first level fieldwork experience is for students who are employed in the role of a 5-12 School Guidance Counselor. This internship includes a minimum of 300 clock hours at an approved fieldwork site. Fall and spring semester and summer sessions

SC 564 Internship II: School Guidance Counselor (5-12) (6 credits)
Prerequisites: SC 563 and a fieldwork application approved by the Counseling Programs Committee
This second level fieldwork experience is for students who are employed in the role of a 5-12 School Guidance Counselor. This internship includes a minimum of 300 clock hours at an approved fieldwork site. Fall and spring semester and summer sessions

SC 570 Advanced Applied Counseling – School Guidance Counselor: Pre-Adolescent (3 credits)
Prerequisite: Completion of all core courses and a fieldwork application approved by the Counseling Programs Committee
This course is designed to provide the advanced counseling student with an opportunity to further examine and effectively apply counseling theory to practice and demonstrate this ability during the required pre-practicum experience. Students will actively work with clients in the role of counselor under the direct supervision of a professional counselor at an approved site. Emphasis will be placed upon
the application of counseling techniques to the preadolescent population and the further refinement of a student's personal counseling style and self-awareness. Maximum use of audio/video tape, role-play and observation will be made. Moreover, overarching issues such as multiculturalism, psychological development, technology and context will be integrated throughout the course.

SC 571 Practicum I: School Guidance Counselor (PreK-8) (6 credits)
Prerequisites: SC 570 and a fieldwork application approved by the Counseling Program Committee
This first level fieldwork experience is completed in the role of School Guidance Counselor at a PreK-8 educational site approved by the Counseling Programs Committee. This fieldwork experience includes a minimum of 300 clock hours at the fieldwork site. Fall and spring semester and summer sessions.

SC 572 Practicum II: School Guidance Counselor (PreK-8) (6 credits)
Prerequisites: SC 571 and a fieldwork application approved by the Counseling Program Committee
This second level fieldwork experience is completed in the role of School Guidance Counselor at a PreK-8 educational site approved by the Counseling Programs Committee. This fieldwork experience includes a minimum of 300 clock hours at the fieldwork site. Fall and spring semester and summer sessions.

SC 580 Advanced Applied Counseling – School Guidance Counselor: Adolescent (3 credits)
Prerequisite: Completion of all core courses and a fieldwork application approved by the Counseling Program Committee
This course is designed to provide the advanced counseling student with an opportunity to further examine and effectively apply counseling theory to practice and demonstrate this ability during the required pre-practicum experience. Students will actively work with clients in the role of counselor under the direct supervision of a professional counselor at an approved site. Emphasis will be placed upon the application of counseling techniques to the adolescent population and the further refinement of a student's personal counseling style and self-awareness. Maximum use of audio/video tape, role-play and observation will be made. Moreover, overarching issues such as multiculturalism, psychological development, technology and context will be integrated throughout the course.

SC 581 Practicum I: School Guidance Counselor (5-12) (6 credits)
Prerequisites: SC 580 and a fieldwork application approved by the Counseling Program Committee
This first level fieldwork experience is completed in the role of School Guidance Counselor at a 5-12 educational site approved by the Counseling Programs Committee. This fieldwork experience includes a minimum of 300 clock hours at the fieldwork site. Fall and spring semester and summer sessions.

SC 582 Practicum II: School Guidance Counselor (5-12) (6 credits)
Prerequisites: SC 581 and a fieldwork application approved by the Counseling Program Committee
This second level fieldwork experience is completed in the role of School Guidance Counselor at a 5-12 educational site approved by the Counseling Programs Committee. This fieldwork experience includes a minimum of 300 clock hours at the fieldwork site. Fall and spring semester and summer sessions.

SC 615 Legal and Ethical Issues for the School Guidance Counselor (3 credits)
This advanced level course will provide School Guidance Counselors with a comprehensive examination of pertinent ethical issues, standards, and laws. A brief overview of the judicial system – both federal and Massachusetts state policies will be covered as they pertain to the work of School Guidance Counselors. Course topics will include: individual and institutional rights and responsibilities, communication privileges, malpractice liability, American Disability Act, due process, IDEA, standards of practice, and the ethical codes of the American School Guidance Association and the American Counselor Association.

SPECIAL EDUCATION (SE)

SE 202 Introduction to Special Education (3 credits)
This introductory course focuses on various aspects of education involving all learners, including educational philosophy, foundations, effective teaching practices and models, and professional teaching standards. An emphasis on special education definitions, terminology, development characteristics, curriculum and programs will be included. Prepracticum monitored field-based experience is required.

SE 203 Cultural Diversity Issues in School and Society (3 credits)
This course will introduce the major goals, principles, and concepts of multicultural education with an emphasis on the impact on school and society. It will explore the cultural, linguistic and socioeconomic factors influencing our schools. It will offer concepts to assist participants to improve the learning environment and interaction among school, parents and community. Satisfies the GER in Non-Western Civilization. Offered either semester.

SE 206 Special Education in a Diverse Society (2 credits)
This course will provide students with a forum for the study, discussion and practical application and inclusion of multicultural education principles into the curriculum. Students will explore educational approaches for learners from diverse cultural, linguistic and socioeconomic-class backgrounds.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
SE 207 Technology in Special Education (1 credit)
This course will provide students information enabling them to identify ways in which technology can assist in managing the learning environments for students with special needs. In addition they will become familiar with sources of specialized materials equipment and assistive technology. Students will develop skills in the use of technology, including word processing, test scoring and CAI.

SE 217 Meeting the Needs of All Learners (3 credits)
This course will enable the student to identify appropriate strategies to effectively educate all learners, including students with special needs in general education settings. It will highlight instructional activities, curriculum modifications, assessment strategies, and other adaptations that are usable in standards-based classroom. A field-based experience is required.

SE 229 Field Work in Special Education (3 credits)
Prerequisite: SE 202 and SE 206 or SE 203 only
The practical aspects of special education will be brought into focus through the use of appropriate facilities. In cooperation with area programs, specific teaching and related activities will be undertaken for use in both special needs and mainstream programs.

SE 302 Principles and Application of Behavioral Management for the Special Needs Learner (3 credits)
Prerequisite: SE 202, and admission to the Professional Education Program
This course will focus on basic principles, models and techniques for effective individual and classroom management in various educational environments. Prepracticum monitored field based experiences required at the level of certificate sought: PreK-8, 5-12.

SE 303 Principles and Procedures of Assessment of Special Needs Learners (3 credits)
Prerequisite: SE 202, and admission to the Professional Education Program
This course will provide students with the ability to assess educational needs of special learners. Emphasis on consideration of non-discriminatory procedures appropriate to social, racial and linguistic differences. Strategies for modifying teaching based on evaluation results. Prepracticum monitored field based experiences required at the level of certificate sought: PreK-8, 5-12.

SE 400 The Culturally Different Child with Special Needs (3 credits†)
Prerequisite: PY 100 and SE 202 or SE 510 or consent of the instructor
This course will enable the student to develop the necessary competencies for teaching special needs children who are culturally and/or linguistically different. The course will combine psychological, linguistic, anthropological and educational findings with practical guidelines and strategies for instruction.

SE 402 Children with Reading Disability: Diagnosis and Teaching Strategies (3 credits)
Prerequisite: SE 202, and admission to the Professional Education Program
This course will investigate the etiology of reading disabilities: physical, cultural and environmental. Early literacy, diverse modes of instruction and correlation to whole language programs will be analyzed. Specific teaching programs and strategies will be emphasized. Prepracticum monitored field based experiences required at the level of certificate sought: PreK-8, 5-12.

SE 403 Curriculum Development and Implementation for Special Needs Learners (3 credits)
Prerequisite: SE 202, and admission to the Professional Education Program
This course enables the student to design and implement appropriate Individual Educational Plans (IEP) under existing federal and state laws. Emphasis is placed on strategies and techniques which promote the academic, social, emotional, vocational and cultural needs of the special needs learner within a variety of instructional environments. Pre-practicum monitored field based experiences required at the level of certificate sought: PreK-8, 5-12.

SE 404 Student Teaching Practicum: Inclusion Program (PreK-8) (6 credits)
Prerequisite: Admission to the Professional Education Program and Student Teaching Experience
This practicum involves responsibility as a teacher in a general education classroom which includes specific services being provided for learners with special needs. This practicum is done at the PreK-8 level under a qualified cooperating teacher and a college supervisor.

SE 405 Student Teaching Practicum: Special Education Program (PreK-8) (6 credits)
Prerequisite: Acceptance into student teaching
Program involves a minimum of one hundred and fifty (150) hours of observation, assisting and full time teaching, with a minimum of one hundred and thirty-five (135) hours in direct instructional responsibilities in programs for moderate special needs students. This practicum is done at the PreK-8 level under a qualified cooperating teacher and college supervisor.

SE 406 Student Teaching Practicum: Mainstreamed Program (5-12) (6 credits)
Prerequisite: Acceptance into student teaching
Practicum involves a minimum of one hundred and fifty (150) hours of observation, assisting and full time teaching, with a minimum of one hundred and thirty-five (135) hours in direct instructional responsibilities in a regular classroom in which special needs students are integrated. This practicum is done at the 5-12 level, under a qualified cooperating teacher and college supervisor.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
SE 407 Student Teaching Practicum: Special Education Program (5-12) (6 credits)
Prerequisite: Acceptance into student teaching
Practicum involves a minimum of one hundred and fifty (150) hours of observation, assisting, and full-time teaching, with a minimum of one hundred and thirty-five (135) hours in direct instructional responsibilities in a program for moderate special needs students. This practicum is done at the 5-12 level, under a qualified cooperating teacher and college supervisor.

SE 410 Instructional and Curricula Strategies for Learners with Intensive Special Needs I (3 credits)
Prerequisite: SE 202 and SE 203, or SE 206 and admission to the Professional Education Program
This course is designed to provide knowledge relating to the curricula and instructional needs of learners with intensive special needs. Fundamental concepts of the IEP process, applicable technologies that facilitate communication, mobility, parental support, support systems, and collaborative aspects will be addressed. Prepracticum monitored field based experiences required.

SE 411 Instructional and Curricula Strategies for Learners with Intensive Special Needs II (3 credits)
Prerequisite: SE 410 and admission to the Professional Education Program
This course provides further development of issues addressed in SE 410. Additionally, the course provides knowledge concerning advanced instructional and management strategies that can enhance the quality of life for individuals with intensive special needs. Fundamental concepts/strategies relating to social interactions, employability, constructive use of leisure time, managing behavior, communication interventions, and medication management are addressed. Prepracticum monitored field based experiences are required.

SE 412 Student Teaching Practicum: School Setting, ISN (6 credits)
Prerequisite: Acceptance into student teaching
Practicum involves a minimum of 150 hours of observation, assisting, and full-time teaching in an educational program for individuals with intensive special needs. The practicum is done at the 3-21 level, under the supervision of a cooperating practitioner and college supervisor.

SE 413 Student Teaching Practicum: Alternative Setting, ISN (6 credits)
Prerequisite: Acceptance into student teaching
Practicum involves a minimum of 150 hours of observation, assisting, and full-time responsibilities in an alternative program for individuals with intensive special needs. This practicum is done at the 3-21 level, under the supervision of a cooperating practitioner.

SE 415 Methods and Materials for the Academically Talented (3 credits†)
Prerequisite: PY 100
Emphasis is placed on the identification and placement of gifted pupils in our schools and the related program, enrichment activities, creative development, method and materials, modified curriculum, administration, motivation and treatment of underachievement.

SE 436 Consulting Skills for Special Educators (3 credits†)
Prerequisite: PY 100 and SE 202 or SE 510 or consent of the instructor
This course emphasizes the development of consulting and training skills of the special educator. This will include a survey of the origins and dynamics of consulting techniques which will result in the student being able to work in a variety of settings.

SE 438 Career Education for Special Needs Learners (3 credits†)
Prerequisite: PY 100 and SE 202 or SE 510 or consent of the instructor
This course will assist in preparing special educators to understand career educational needs of special needs learners. Students will develop skills in appropriate objective writing and curriculum design in the area of career education for special needs learners.

SE 460 Topics in Special Education (3 credits†)
Prerequisite: SE 202 or SE 510 or consent of the instructor
This course is designed for students who desire to study selected topics in this field; it will allow for timely and relevant information to be explored. Topic changes each semester. This course may be repeated for different topics.

SE 498 Internship in Special Education (3-15 credits)
Prerequisite: Consent of the department; formal application required and admission to the Professional Education Program
Off-campus experiences in areas related to expanding the student’s background in special education. In-depth exposure to such areas as rehabilitation programs, sheltered workshops, day care centers, hospital and institutional programs.

SE 499 Directed Study in Special Education (1-3 credits)
Prerequisite: Consent of the department; formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits.

† May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
SE 502 Research (credit to be arranged)
Original research undertaken by the graduate student in his field. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.

SE 503 Directed Study (credit to be arranged)
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled “Independent Study” in the Graduate and Continuing Education section of this catalog. This course may be repeated.

SE 504 Applied Curriculum Development for Learners with Special Needs: PreK-8 (3 credits)
Prerequisite: SE 202 or SE 510 or matriculation in the Master's Degree Program in Special Education
This course will cover alternative strategies, techniques and materials to promote successful learning of the learner with special needs at the PreK-9 level. Emphasis will be on the areas of reading, mathematics and language arts; other areas will be considered. Field experiences will be included.

SE 505 Applied Curriculum Development for Learners with Special Needs: 5-12 (3 credits)
Prerequisite: SE 202 or SE 510 or matriculation in the Master's Degree Program in Special Education
This course will cover alternative strategies, techniques and materials to promote successful learning of the learner with special needs at the 5-12 level. Emphasis will be on the areas of reading, mathematics and language arts; other areas will be considered. Field experiences will be included.

SE 508 Strategies for Diversity (3 credits)
This course will provide students with a forum for the study, discussion, and practical inclusion of multicultural principles and strategies into the curriculum. It will investigate the many levels of culture defined within the macroculture of U.S. society. Students will gain knowledge and information of effective methods, resources, and materials in order to develop and adapt techniques and strategies to implement in the contemporary multicultural classroom.

SE 510 Exceptional Children in the Schools (3 credits)
An orientation to all aspects of education pertaining to special needs children. Emphasis will be on educational characteristics of each area of exceptionality and the new role of special education in the schools. Chapter 766 and P.L. 94-142 will be included.

SE 512 Organization and Administration of Special Education (3 credits)
A comprehensive study of the psychological diagnosis, the personnel, the curriculum, the facilities, and the pupil services in an effective special education program. Introductory background information in special education is beneficial to succeed in this course.

SE 514 New Education Policies for Children with Special Needs (3 credits)
The legal basis for the education of children with special needs to help them become accepted, productive and social members of our society. Integration, assessment, delabelization, and involvement declare the real responsibility of all parents/guardians, of all educators, and of all the American public. Introductory/background information in special education is beneficial to succeed in this course.

SE 515 Teacher Orientation to Learning Disabilities (3 credits)
Acquaint in-service teachers with current statistics concerning children with moderate special needs and encourage appreciation of the wide spectrum of difficulties these children have. Diagnosis and evaluation will be studied in conjunction with the fields of perceptual handicaps, physiology, neurology, and psychology. Introductory background information in special education is beneficial to succeed in this course.

SE 516 Applied Collaborative Strategies (3 credits)
Prerequisite: SE 202 or SE 510 or matriculation in the Master's Degree Program in Special Education
This course will build on the knowledge of individual and different learning styles and thinking skills. Curriculum planning and instructional techniques will be discussed and developed. Strategies for maximizing consulting and collaborative team efforts will be covered through discussion, research, role playing and interviews. Field experience will be included.

SE 517 Language Skills for Special Needs Learners (3 credits)
Prerequisite: SE 202 or SE 510 or matriculation in the Master's Degree Program in Special Education
This course will cover classroom approaches and strategies for the diagnosis and analysis of language and related learning dysfunctions. Emphasis will be on the development of a total language curriculum appropriate for utilization within special education and mainstream programs.

SE 518 Reading Strategies in Special Education (3 credits)
Prerequisite: EE 330 or SE 402 or equivalent
This course will cover the areas of research, diagnosis and instructional alternatives for students who need special education reading instruction. Participants will explore a variety of diagnostic tools as well as specific direct instruction models/programs utilized in Special Education. Skills in the area of explicit teaching approaches will be analyzed as they apply to the reading in the literacy/language arts class as well as to reading in content areas. A field-based experience allows students to incorporate new information into practical application.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
SE 520 Special Topics in Special Education
(1-3 credits)
Prerequisite: Course prerequisites may be specified depending upon the nature of the topic
Special topics of current relevance in special education will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. May be taken more than once with the consent of the adviser.

SE 522 The Inclusion Classroom: Philosophy and Implementation (3 credits)
Prerequisite: SE 202 or SE 510 or matriculation in the Master's Degree Program in Special Education
This course will enable the student to identify and apply appropriate strategies, techniques and curriculum adaptations to promote success for learners with special need in the regular classroom. Consideration will be given to the philosophical and legal considerations for inclusion/mainstreaming. Field experiences will be required.

SE 530 Assessment Procedures in Special Education (3 credits)
Prerequisite: SE 202 or SE 510 or matriculation in the Master's Degree Program in Special Education
This course will focus on the administration, analysis and interpretation of standardized and other assessment data, with consideration of cultural and linguistic applications. Emphasis will be on the development of instructional programs from the data and the providing of information to professionals and parents. Field experiences will be included.

SE 535 Exceptional Learner in the Classroom (1.5 credits)
An orientation to all aspects of education pertaining to the learner with special needs. Emphasis will be on educational characteristics of each area of exceptionality. Skills will be developed for developing appropriate institutional strategies, techniques, and curriculum adaptations to promote successful learning of the learner with special needs. Offered Spring Semester

SE 540 Contemporary Issues and Mandates in Bilingual and Special Education (3 credits)
Skills will be developed for identifying "special needs" relative to educating children from minority groups using a case study approach. Emphasis will be on the laws (Chapter 766, P.L., 94-142); Law Guidelines, Chapter 71A, Section 636, Section 504 of P.L., 93-112 and their implications for programming. Introductory background information in special education is beneficial to succeed in this course.

SE 542 Behavior Interventions in Bilingual Special Education (3 credits)
Skills will be developed for understanding how cultural differences affect behavior. The models of behavioral management will include positive peer culture, tribal orientation, cultural symbols, social relations in the classroom, and multicultural techniques in addition to the theories of Erikson, Maslow, and Skinner, and other psychological and cognitive models. Introductory background information in special education is beneficial to succeed in this course.

SE 544 Language Development and Bilingualism (3 credits)
Skills will be developed for identifying dominance and language proficiency, understanding theories of first and second language learning, relating methods and theories on reading to ESL materials and identifying biases and deficiencies in existing curriculum for linguistic and cultural minority students. Emphasis will be on the effect of culture and language differences on speech and language development. Introductory background information in special education is beneficial to succeed in this course.

SE 546 Strategies and Techniques for Adapting Bilingual Resources and Materials for the Special Needs Learner (3 credits)
Skills will be developed for organizing, planning, teaching and evaluating materials and programs for cultural/racial/linguistic biases and stereotyping, but with an additional focus on sensitivity to bilingualism and biculturalism. Emphasis will be on developing appropriate materials and strategies for meeting the needs of bilingual children in the classroom, the resource room, or least restrictive environment. Introductory background information in special education is beneficial to succeed in this course.

SE 547 Multiple Roles for Bilingual Teachers of Moderate Special Needs Children (3 credits)
Skills will be developed for the many roles a change agent might function in, such as educators, consultants, advocates, liaisons, counselors, advisers and trainers. Emphasis will be on the major role of the bilingual special educator as a change agent in the school and community to reduce racial discrimination in regular and special education. Introductory background information in special education is beneficial to succeed in this course.

SE 550 Seminar in Special Education (3 credits)
Prerequisite: Completion of 24 semester hours in the M.Ed. in Special Education program or consent of the instructor
An advanced study of major theoretical and contemporary issues influencing special education. Emphasis will be on curriculum, methodology, educational theory and research aspects with classroom application. Each participant will undertake an extensive study of a significant issue in special education.

SE 555 Field Experience in Special Education (3-6 credits)
Prerequisite: Completion of 24 credits in the M.Ed. in Special Education program or consent of the adviser
A field experience that offers qualified students the opportunity to gain practical off-campus experience in special

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
education. Placements are in public and private agencies and are designed to complement the student's study in special education; a minimum of 10 clock hours per credit is required in the field.

SE 560 Teaching Students with Special Needs through Direct/Explicit Instruction (3 credits)
This course will provide students with information on the design of instruction for students with diverse learning needs. Procedures will be addressed which examine the relationship between the academic achievement of students and instructional design. Critical instructional design dimensions and teacher delivery include: (a) knowledge forms, (b) the generic instructional set, and (c) a principle design network. These dimensions will be applied and illustrated in the areas of language, beginning reading, mathematics, reading comprehension, expressive writing, content instruction, and management.

SE 575 Behavior Interventions in Special Education (3 credits)
This course will focus on the background, basic principles and techniques necessary for effective development of behavior with special needs students. Emphasis will be placed on behavioral procedures that have been found effective for individual and classroom use, including the ability to systematically observe and record student behavior. Other interventions and their applications to special education settings will also be considered. Introductory background information in special education is beneficial to succeed in this course.

SE 582 Computers and the Special Needs Child (3 credits)
This course demonstrates the unique impact computers can have on the education of students with a wide spectrum of special needs. Students review psychological perspectives on special education and computer techniques as tools to aid that education. Moderate and low-incidence severe handicaps are considered along with milder school disabilities. Introductory background information in special education is beneficial to succeed in this course.

SE 590 Teaching the Gifted Child (3 credits)
Meeting the special needs of gifted children with a three-stage teacher training model allowing students to design curriculum which will develop critical and creative thought. Working in small groups, students will shape their ideas to address the special needs of the gifted in both mainstream and separate program settings.

SE 591 Practicum - Special Education (PreK-8, 5-12) (6 credits)
Prerequisite: Acceptance and retention in the Professional Education Program, satisfactory completion of program requirements and consent of the department

Full-time teaching in the role and at the level of certification sought under a qualified practitioner and college supervisor for a minimum of 150 clock hours.

SE 592 Internship - Special Education (PreK-8, 5-12) (6 credits)
Prerequisite: Acceptance and retention in the Professional Education Program, satisfactory completion of program requirements and consent of the department
Employment less than full-time, but at least one-fifth, time in the role and at the level of certification sought under appropriate school and college supervisors for a minimum of 300 clock hours within one school year.

Other Approved Courses:
SE 418 Etiology, Dynamics and Treatment of Children with Behavioral Needs
SE 422 Teaching Strategies for Severe Special Needs
SE 428 Rehabilitation and Special Education
SE 430 Workshop in Adult Special Education
SE 439 Diagnostic Techniques for Special Educators
SE 440 Identification, Assessment & Development of Individualized Educational Programs (I.E.P.) For Vocational Education
SE 441 Strategies and Methods for Special Needs Students in Vocational Education
SE 502 Research (credit to be arranged)
SE 536 Development of Auditory and Visual Perceptual Skills in Young Children
SE 541 Non-Discriminatory Assessment I
SE 543 Non-Discriminatory Assessment II
SE 545 Individual Education Planning in Bilingual Program Development and Instructional Alternatives
SE 548 Special Education Practicum (Working with Bilingual Children)
SE 549 Special Education Internship (Working with Bilingual Children)

SOCIOLOGY (SO)

SO 102 Introduction to Sociology (3 credits)
This course covers such areas as social structure, basic human institutions, analysis of social processes and major social forces. Satisfies the GER in Behavioral Sciences. Either semester

SO 103 Social Problems (3 credits)
Contemporary social problems which are reflected in the behavior of individuals, but whose origins and causes lie outside of individuals. Topics treated will include drug abuse, crime, juvenile delinquency, divorce and other family problems, mental illness and other health problems, social class, and selected social issues. Satisfies the GER in Behavioral Sciences. Either semester

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
SO/AN 104 Global Human Issues (3 credits)
This interdisciplinary course treats major world problems with particular emphasis upon those faced by non-Western peoples. The interdependence between economically developed and underdeveloped parts of the world will be explored according to such themes as collective versus individual good, short versus long-term planning and cooperation versus competition. Satisfies the GER in Non-Western Civilization. Either semester

SO 204 Gender, Sexuality, and Society (3 credits)
Sexuality is a central aspect of human social life. This course closely examines the theories, concepts, practices, and ramifications relating to issues of sex, gender, sexuality, and identity. It will increase students’ understanding of the connections between human sexual attitudes and behaviors and larger social forces, and will examine taken-for-granted societal assumptions about human sexuality. Topics include the social construction of sex, gender, and sexual orientation; the interaction of gender roles and sexual attitudes; pornography; prostitution; date rape; and sexual harassment.

SO 214 Middle Eastern Societies (3 credits)
This course introduces the cultures and social structures of Middle Eastern Societies, with a focus on social change in the region. Topics covered include the role of Islam, patterns of leadership, the distribution of wealth, and political patterns. The position of women and the nature of the work. Satisfies the GER in Non-Western Civilization. Every semester

SO 217 East Asian Societies: China and Japan (3 credits)
Prerequisite: SO 102 or AN 100
This course examines the cultural and social structure of traditional and modern China and Japan. The course will focus on topics such as work and economy, rural-urban contrasts, family and kinship, the position of women and the relationships between state and society. The course will conclude with an assessment of the positions of these two societies in the contemporary world. Satisfies the GER in Non-Western Civilization

SO 219 Population and Society (3 credits)
This course describes the mutual influence of demography and social structure. Trends in population growth and their effect on industrialization and urbanization will be covered in the context of developed and Third World nations. Satisfies the GER in Behavioral Sciences. Alternate years

SO 220 Third World Societies (3 credits)
This course introduces the sociological aspects of development in the Third World and the role of the West in that process. Industrialization, urbanization, education, the “Green Revolution,” population growth, class structure, political structure, etc., are related to development. Satisfies the GER in Non-Western Civilization. Fall semester

SO 225 The Irish-American Experience (3 credits)
Prerequisite: ID 216
The purpose of this course is to explore in depth the Irish-American experience and cultural identity from a sociological perspective. Topics will include: gender roles in Ireland and the United States; nativism and the search for respectability; family history; religion; social welfare; and patterns of economic advancement. Offered alternate years.

SO 302 Cyberspace and Society: Sociological Perspectives (3 credits)
Prerequisite: SO 102 or consent of instructor
This course examines the social implications of new digital and communications technologies, especially the Internet and the World Wide Web (WWW), from a sociological perspective. Students will use the Internet and the WWW to study both. Topics covered include the origins and development of the Internet and the web, the visions underlying both, and their potential for transforming social life both positively and negatively. The course will also focus on inequality (the “digital divide”), the role of the Internet in developing community, the implications of the Internet and the web for the control over and access to information, the social and cultural effects of technological change, and the effects of the Internet and the web on work, economy, and community. The course will also examine race, ethnicity, class, and gender in relation to the digital divide.

SO 303 The Family (3 credits)
Prerequisite: SO 102 or consent of instructor
The family as a social institution in terms of its historical and cultural development. Analysis of psychological and social factors in contemporary family life. Either semester

SO 304 Social Stratification: Class, Status and Power in America (3 credits)
Prerequisite: SO 102 or consent of instructor
Historical and contemporary examples of the range of stratification systems. Problems of class and caste conflicts. Trends in class system and social mobility, with special attention given to similarities and differences of modern industrial societies. Every semester

SO 305 Sociology of Education (3 credits)
Prerequisite: SO 102 or consent of instructor
This course examines schools as social organizations, the culture of schools, the relationships between education and social stratification and the sociology of educational reform. All levels of education are considered, from kindergarten through higher education. Fall semester

SO 306 Cities and People: Urban Sociology (3 credits)
Prerequisite: SO 102
This course examines cities and urbanization in comparative perspective. It will also focus on changing urban social structures, the nature of city life, urban planning and grassroots participation in urban change. Offered alternate years, Spring semester

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
SO 307 Medical Sociology (3 credits)
Prerequisite: SO 102 or consent of the instructor
Concepts of health, illness, disease, and health care analyzed from the perspectives of patient (client), practitioner and relevant third parties. Medicine will be analyzed as a social system, with attention to factors in the physical and sociocultural environment and case materials will be drawn from non-Western as well as Western societies. Offered alternate years, Fall semester

SO/CJ 310 Women and Crime (3 credits)
Prerequisite: SO 102
This course examines women and crime from sociological and criminological perspectives. The course will cover a wide variety of topics related to women and crime, including crimes against women, crimes perpetrated by women, women in prison and women as criminal justice system officials. The course will closely examine violent crimes against women including rape, murder and battering. It will also focus on battered women who kill their attackers. Other important topics include feminist criticisms of mainstream criminology and the emergence of feminist theories in criminology. Fall semester

SO 312 Discrimination and Prejudice (3 credits)
Prerequisite: SO 102
This course is a study of the relationship between majority and minority groups in America, with attention to the domination of categories of people on the basis of their race, sex, age, ethnicity and/or religion. Theories and data will be presented concerning the development, maintenance and operation of discrimination and prejudice and the relationship between them. Fall semester

SO/CJ 313 Family Violence (3 credits)
Prerequisite: SO 102
This course examines violence in the family from sociological and criminological perspectives. It also examines the response of the criminal justice system to family violence. The course examines the extent, types and causes of violence in families and domestic units and will also analyze the reasons why most family violence is directed against women and children. The course considers recommendations for family intervention and policies for the prevention of family violence, as well as the social and legal implications of those recommendations. Alternate Spring semesters

SO/AN 315 Ethnic Experience in America (3 credits)
Prerequisite: AN 100 or SO 102
This course considers the role of ethnic background in personal and social relationships. The varying interpretations of ethnic culture—its formation and growth in America—are examined while each student looks into his or her personal heritage and the role of tradition in contemporary life. Fall semester

SO 316 Collective Behavior and Social Movements (3 credits)
Prerequisite: SO 102 or consent of instructor
Many societies have been shaped by and continue to be affected by a politically diverse array of social movements. In the United States, social movements focusing on temperance, abolition, labor, civil rights, women's rights, fundamentalism, and environmental issues have played major roles. This course provides an overview of collective behavior and social movements and their effects on cultures, societies, and individuals. Topics covered include collective behavior, the structures and stages of social movements, and theories of the emergence of social movements.

SO 317 Death, Dying, and Bereavement (3 credits)
Prerequisite: SO 102 or consent of instructor
The study of death deals with questions at the roots of human experience. Encounters with death are individual, yet socially constructed. Human reactions to death and the rituals surrounding it are influenced by various social factors, including family, peers, gender, race and ethnicity, and our own identity. This course will help students appreciate the diversity of death and bereavement practices and will offer students critical-thinking skills that will be useful as they encounter death-related issues. In presenting a sociological perspective on the major issues and controversies concerning death, dying, and bereavement, it will enable students to better understand topics such as end-of-life care, suicide, euthanasia, funeral practices, bereavement and loss, and near death experiences.

SO 326 Social Gerontology - Sociology of Aging (3 credits)
Prerequisite: SO 102
This course will focus on aging in America as a social problem. Topics covered will include reasons for the view of aging as a problem, the impact of aging on individuals and society, sociological theories of aging and proposed ways of alleviating or eliminating aging as a problem. Spring semester

SO 327 Deviance and Social Control (3 credits)
Prerequisite: SO 102, or consent of the instructor
This course examines deviant acts with an eye toward understanding social order and change. Topics covered include the types and causes of deviance, the social conditions and elements of deviant acts, and the effects of deviance and mechanisms for prevention, punishing and rehabilitating deviant individuals and groups. Every semester

SO 328 Criminology (3 credits)
Prerequisite: SO 102, or consent of the instructor
This course will be concerned with theories of crime causation, and perspectives on administration, treatment, prevention and prediction. Consideration will be given to the influence of social class and other factors in criminal behavior. Every semester

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
SO 330 Woman's Roles: Sociology of Sex and Gender (3 credits)
Prerequisite: SO 102 or consent of the instructor
An analytical study of the relation of sex to power and influence in society. Differentiation in sex roles as affected by the economy and reinforced by other institutions. New alternatives for women. Spring semester

SO/CJ 331 Police, Community and Society (3 credits)
Prerequisite: CJ 201 or SO 102 or SO 103
This course examines the current issues and themes relating to the police and their role in communities and in society. Topics covered will include the organizational structure of police departments, police problems and issues affecting society at large, new theories of the effects of policing on crime, and the effectiveness of community policing. Offered once a year

SO 332 Sociology of Organizations (3 credits)
Prerequisite: SO 102 or consent of the instructor
Analysis of the emergence, structure, function, culture and social significance of complex organizations. Emphasis will be placed upon the results of research in hospitals, schools, prisons and military and industrial organizations. Attention will be given to informal associations and organizational change. Spring semester

SO 333 Resolving Conflict (3 credits)
Prerequisite: SO 102 or consent of the instructor
An introduction to the sociology of alternate conflict resolution. The course studies the structure and process of social conflict and analyzes alternate dispute resolution processes, including negotiation, mediation and the ombudsman. Will examine the role of the mediator in depth. Offered alternate years.

SO 334 White Collar Crime (3 credits)
Prerequisite: SO 102
Broadening the definition of crime, this course will study the behavioral systems involved in the commission of white collar crimes in complex structures, such as government bureaucracies, multi-national corporations, and underground systems. The modern institutional factors—political and social—permitting or restricting the commission of such crimes will be investigated. Specifically, the performance of the criminal justice system will be examined. Spring semester

SO 336 Social Change (3 credits)
This course provides an overview of the sources, patterns, spheres, levels, processes, and policies of social change. It examines classical, neo-classical, and modern theories in relation to contemporary societies.

† May be taken for graduate level credit.

SO 340 Sociology of Politics (3 credits)
Prerequisite: SO 102 or consent of the instructor
A study of the state, political practices, power and theories in the field. The emphasis is on the sociological conditions under which the above phenomena evolve. Offered alternate years, Spring semester

SO 350 Sociology of Work (3 credits)
An analysis of the occupational system as affected by the "non-economic" institutional factors. Changes in the occupational structure and the class structure; employers and trade unions; managers and workers; work situation and the life situation; professionalization and "white collar unionism." Spring semester

SO 354 Sociology of Corrections (3 credits)
Prerequisite: SO 328
Analysis of the social structures and processes involved in dealing with individuals who have been designated as offenders of criminal law. Probation, prison, parole, programs of prevention and rehabilitation. Fall semester

SO/CJ 355 Juvenile Delinquency (3 credits)
Prerequisite: SO 102
Analysis of the nature and types of juvenile behavior that violates law; the mechanisms of defining such behavior as delinquent; and the relationship between delinquency and the social situations of juvenile offenders. Fall semester

SO 360 Feminist Theory in Sociology (3 credits)
Prerequisite: SO 102 or consent of the instructor
This course introduces students to feminist theory in sociology and social science. It also covers the history of women in social theory as well as historical and contemporary contributions by women theorists. Feminist theories of human behavior and social life will be analyzed and compared to other theories. Offered alternate years, Fall semester

SO/CJ 384 Criminal and Delinquent Behavioral Systems (3 credits)
Prerequisite: SO 328
A study of behavioral systems in the commission of crime and delinquency. Such systems include institutional as well as more informal social structures and patterns of behaviors, including the normative rationalizations that support and legitimize criminal and delinquent behaviors in society. Offered every three years

SO/CJ 385 Victimology: Sociology of Victims (3 credits)
Prerequisites: SO 328
This course is organized to address the significant questions of the victimologist perspective: who are victims in specific types of crimes, and how do they become victims? What role do victims play in their own victimization? Are there victimless crimes? How are victims treated by the police, the courts and related agencies? What can the criminal justice system do for the victims? Should victims participate in the sentencing process? Should victims be compensated and, if so, by whom?

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
SO/CJ 399 Special Topics in Sociology (3 credits)
Prerequisite: SO 102
Various special topics of current interest in sociology will be offered from time to time. Topics will be announced before registration. May be taken more than once but only three (3) credits will be counted toward the first 30 hours in the sociology major.

SO 400 Seminar: Social Theory (3 credits†)
Prerequisite: SO 102 and three additional sociology courses
The history of social theory and selected topics in modern social theories, analysis of alternative conceptual approaches and their methodological requirements. For majors in sociology or behavioral sciences. Either semester

SO 402 Seminar: Research Methods in Sociology (3 credits†)
Prerequisite: SO 102 and three additional sociology courses
Application of scientific methods to the analysis of social phenomena, methodological orientation in sociology, types of research procedures, nature of sociological variables. For majors in sociology or behavioral sciences. Either semester

SO 403 Seminar: Social Data Analysis (3 credits†)
Prerequisite: Either SO 102 and SO 402 or AN 100 and AN 103
This course introduces students to computer-based, quantitative data analysis. The course focuses on the major statistical techniques used in sociology and anthropology and will emphasize data analysis in the context of substantive research problems. Topics covered include microcomputer-based data analysis packages, choosing appropriate statistics, interpreting statistical results and presenting research findings. Either semester

SO 405 Seminar: The Police (3 credits†)
Prerequisite: SO 328 and SO 402
This seminar allows participants to explore and investigate current issues and themes relating to the police. As a means of enhancing sensitivity and levels of awareness, a comparative approach is utilized. The seminar format provides a forum for the discussion of those issues and themes while at the same time allowing the responsible student to actively participate in and be involved in the educational process. This will be accomplished by significant and active student input in exploring selected police issues. Offered alternate years, Fall semester

SO 425 Comparative Crime and Deviance (3 credits†)
Prerequisite: SO 102, three additional sociology courses, or consent of the instructor
This course examines crime, law and deviance in comparative perspective. Among the topics covered will be the logic of comparative research, problems of cross-national data, violent crime, economic and political crime, transnational corporate crime, underdevelopment and crime, social control and conflict resolution, and criminal justice and penal policies. The course also focuses on crime in relation to age, gender, race and class. The comparative materials are used to reflect on problems of crime and the criminal justice system in the United States. Alternate Spring semesters

SO/AN 426 Seminar: New England Ethnic and Regional Communities (3 credits†)
Prerequisite: AN 100 or SO 102, and AN/SO 315
This course will explore theories of ethnic persistence and change as they pertain to New England's ethnic and social communities, such as Cape Verdeans, Asians, African Americans, Italians, Jews and Homosexuals. Cultural traditions, social institutions, and changing beliefs of New England's ethnic and regional communities will be examined through critical analyses of relevant cultural materials, including sociological data, folklore, oral traditions, celebrations and the media. Offered every third year.

SO/AN/CJ 485 Honors Thesis (3 credits)
Prerequisite: Admission to the Departmental Honors Program and senior status
This course is open to Commonwealth and Departmental Honors students. One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending on the scope of the project. The Departmental Honors Committee will determine if the final version of the thesis qualifies the student to graduate with Honors.

SO/CJ 496 Seminar: Critical Issues in Crime and Justice (3 credits)
Prerequisite: SO 328
This seminar will examine critical issues related to crime and justice. The focus of the seminar will vary from semester to semester, but it will enable students to synthesize their knowledge and skills in analyzing issues including ethics and criminal justice, racial inequality in the criminal justice system, the efficacy of increasing incarceration rates, and societal responses to crime. The seminar will require students to demonstrate: (1) comprehensive knowledge of the field of criminal justice; (2) critical thinking skills applied to criminal justice; (3) effectiveness in oral and written communication; (4) awareness of ethical issues in criminal justice; and (5) knowledge of data sources in criminal justice and the ability to apply criminal justice related information and research.

SO/CJ 498 Field Experience in Sociology* (3-15 credits)
Prerequisite: Consent of the department; formal application required
The field experience provides an academic experience in which the student contributes to the ongoing organizational process while learning to apply sociological theories to observations of structure, function and process in a particular institution. Either semester

†May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
SO 499 Directed Study in Sociology* (1-3 credits)
Prerequisite: Consent of the department; formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. Either semester

* No more than six hours of any combination of SO 498 and SO 499 may be counted toward the first 30 hours of the sociology requirements for a major.

SO 510 Urban Community Analysis (3 credits)
Prerequisite: A minimum of three sociology courses acceptable to the department or consent of the instructor
The changing structure and dynamics of urban social organization in the context of modernization and urbanization. Emphasis upon cities and metropolitan areas in America. Offered every third year.

Other Approved Courses:
SO 108 Sociology of Religion
SO 210 Society and Culture in Modern India
SO 221 Religion and Society in Modern Asia
SO/AN 314 Women in Myth and Lore
SO 325 Sociology of Small Groups
SO 329 Public Opinion and Mass Media
SO 385 Victimology: Sociology of Victims
SO 401 Contemporary Sociological Theory
SO 497 Research
SO 501 Graduate Seminar in Sociological Theory
SO 502 Research
SO 503 Directed Study
SO 504 Graduate Seminar in Sociological Research Methodology
SO 506 Theories of Race and Ethnic Relations
SO 508 Social Stratification in Comparative Perspectives
SO 514 Theories of Social Deviance
SO 516 Sociology of Sex and Gender
SO 518 Sociology of Aging
SO 520 Sociological Analysis of Small Groups
SO 528 Seminar: Sociology of Education
SO 530 Seminar in Society, Culture, and Personality
SO 580 Special Topics in Social Research Techniques
SO 585 Special Topics in Sociological Theory

SOCIAL WORK (SW)

None of these courses may be used to satisfy general education requirements but may serve as elective credit.

SW 150 Introduction to Social Work (3 credits)
This course is designed to provide non-majors with an introduction to the activities, responsibilities and roles which are characteristic in the field of social work. In the classroom, learners will have an opportunity to meet a number of experienced practitioners who will serve as guest lecturers and who will provide information on a broad variety of contemporary social work modalities. In addition, field visits to social service facilities, both public and private, will be included in the course plan. Students will become familiar with the client population and the range of client needs currently prevalent in southeastern Massachusetts, and they will make first-hand observation of the ways in which human services are being delivered to meet those needs. Either semester

SW 250 Introduction to Social Welfare (3 credits)
Prerequisite: PY 100 or SO 102
This course includes the analysis of the conceptions of social welfare, the historical development and function of social welfare and the value systems underlying the political, economic and social response to human needs. It offers an overview of the roles of the social worker and the varied settings in which interventions are employed. Either semester

SW 270 Social Work Issues of Diversity and Oppression (3 credits)
Prerequisite: May be taken concurrently with SW 250
This course introduces students to the concepts of diversity and oppression from a social work perspective. It provides the opportunity to define (and deconstruct), discuss and examine critically the phenomena of race, ethnicity, gender, culture, difference, power, pluralism, oppression, multiculturalism, social justice, empowerment, assimilation and social identity. It looks at various ethnic, racial, cultural and sociological populations from the perspectives of their history, identity, status, strengths, challenges, needs, power and context.

SW/WS 304 The Psychosocial Development of Women (3 credits)
This course will provide an introduction to "women's reality" in terms of current research on women's values and needs. The course will cover such topics as power and conflict, sexuality and intimacy, creativity, ethnicity and the effects of oppression as well as the emotional problems which appear to affect women, e.g. depression, eating disorders, etc.

SW 305 Child Welfare (3 credits)
Prerequisite: SW 250 or consent of the instructor
A comprehensive study of the principle child welfare services. The course will concentrate on the human service practitioner's role as a helping agent in the delivery of services. The impact of child welfare on the areas of education, sociology, psychology, health and mental health will include aspects of these disciplines as they relate to enhancing the welfare of the child. Learners will make site visits to child welfare agencies and interview professionals providing services to children. Either semester

SW 320 Human Behavior and Social Environment I (3 credits)
Prerequisite: SW 250 and a biology course; may be taken concurrently with SW 270; must be completed before SW 498
This sequence examines the effects of biological, psychological
Students analyzed the means of looking into how low self-esteem follows attention to various problems. The theory of development examines factors that may impel persons to maladaptive behavior, and the ways in which individuals shape and are shaped by their interactions with one another and within social institutions are all areas of focus in the sequence. Either semester

**SW 321 Human Behavior and Social Environment II**

*(3 credits)*

**Prerequisite:** SW 250, SW 270, SW 320

This course is a continuation of SW 320 and examines human development from adolescence through old age. Either semester

**SW 328 Women and Social Services**

*(3 credits)*

This course will focus on women in social services, both the clients and the workers. It will deal with issues and services particularly pertinent to women, including shelters for battered women, rape crisis centers, women’s health centers and the influence of women’s studies on social welfare theory. This course is an elective course in the Women's Studies minor. Either semester

**SW 330 Generalist Practice I**

*(3 credits)*

**Prerequisite:** Admission to the Social Work program and SW 270; may be taken concurrently with SW 320

This course initiates the study of entry-level generalist social work practice with all client systems and with particular attention to human diversity and oppressed populations. The following topics are covered: social work knowledge and values, agency role and function, the helping relationship, the problem-solving process through the phases of initial assessment and special skills, e.g. communication management and interviewing. Approved for certification for Massachusetts school adjustment counselor. Majors only. Either semester

**SW 333 Social Work with the Aged and Their Families**

*(3 credits)*

**Prerequisite:** 6 credits in Behavioral Sciences or Health

The course affords the student an understanding of what it means - socially, psychologically and physically - to be aging in our society. Theories and methods of problem-solving with the elderly are examined. The elderly’s income, health, housing, social service and other needs are identified and analyzed as are the policies and programs to address these needs. Once annually

**SW 334 Intervention with Family Systems**

*(3 credits)*

Students will learn to conceptualize personal and interpersonal phenomena from a family systems perspective, to think in terms of circular rather than linear causality and to recognize patterns and sequences. Major theoretical family systems approaches will be presented, as well as basic intervention techniques. Once annually

**SW 350 Social Welfare Policy** *(3 credits)*

**Prerequisite:** SW 250, SW 270 or consent of the instructor

This course follows the development of social welfare institutions and the societal response to human service needs. There is discussion of poverty and its effects on oppressed groups with special emphasis on African-Americans, Latino-speaking, women and the aged. Students are helped to analyze social policy. Either semester

**SW 376 Social Work with Adolescents and Young Adults** *(3 credits)*

**Prerequisite:** 9 hours in Behavioral Sciences

This course aids students in developing a beginning framework for assessing and working with adolescents. This framework is broadly integrative, addressing biological, psychological, social and cultural variables. The course considers the complex transactions between individuals and their environments, especially the social welfare system. It also addresses the impact of trauma on adolescent development and the specific needs of emotionally traumatized adolescents. Offered once annually

**SW 398 Junior Year Fieldwork Practice** *(3 credits)*

**Prerequisite:** Admission to the Social Work Program. May be taken concurrently with SW 320 and SW 330

The Junior Fieldwork practicum complements the student's academic work through a minimum of 90 hours of practical experience in a social work agency under professional supervision. The student is introduced to social work tasks while applying theory to actual social work situations. This experience is reinforced through a weekly seminar where theory and practice are integrated and student field experiences are shared. The department requires that SW 320 and SW 330 be taken prior to or concurrently with this practicum. Limited to students who have been formally accepted to the major.

**SW 399 Special Topics in Social Work** *(3 credits)*

**Prerequisite:** 9 hours in Behavioral Sciences

Various topics in social work will be offered from time to time. Topics will be announced prior to registration. May be taken more than once. Either semester

**SW 400 Social Services in the Health Care Field** *(3 credits)*

**Prerequisite:** At least 6 hours at 300, 400 Level Behavioral Sciences or Health. Open to declared majors in Behavioral Sciences or Health

The course will provide an historical overview of medical social work with emphasis upon the psychological and social aspects of medical care. A variety of health care settings will be analyzed in terms of social work role, prevention and treatment approaches, resource finding and interdisciplinary work. Students will be given an understanding of how both acute and chronic illness affect the patient, family and community with emphasis upon such variables as age, sex, ethnicity and duration and nature of condition. Fall semester

---

*Note:* This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
SW/HE 403 Interdisciplinary Approaches to the Delivery of Health Services (3 credits†)
Prerequisite: 6 credits in Health and Social Work or health-related areas
A wide range of interdisciplinary health team approaches will be analyzed. The field component is observational and will provide insight into the pragmatic realities of a health team. This course will be a first exposure to the theoretical and experiential dynamics of interdisciplinary approaches to delivery of health services. Disciplines involved include social work, health, psychology, nursing and medicine. Offered alternate years in Spring.

SW 410 Social Work in Correctional Settings (3 credits†)
Prerequisite: 9 hours in Behavioral Sciences
This course offers students an understanding of the criminal justice system and of the roles that social workers play in that system. It introduces the student to a biopsychosocial perspective on criminal behavior.

SW 415 Social Services in Alcohol and Substance Abuse (3 credits†)
Prerequisite: SW 250 and SW 270
The course provides an overview of the problem of alcoholism and the various programs that deal with the problem. It has been designed primarily for students who have an interest in the area of alcoholism and substance abuse and either may be considering a career in treatment for alcoholism or may merely wish to expand their area of competence. The course focuses on the central issues of causation, resources, management, and treatment from a social work perspective. Students need to understand how the various programs and human service systems are planned, organized and evaluated. Students are introduced to theory and practice in relation to the functions that form the basis of various programs and services. Agency visits will be made. Either semester

SW 431 Generalist Practice II (3 credits†)
Prerequisite: SW 321, SW 330
This course will integrate knowledge of assessment skills and intervention approaches that will enable client systems to function more effectively in view of both internal processes and sociopolitical pressures in their life situations. Strategies will be drawn from generalist practice. Either semester

SW 432 Generalist Practice III (3 credits†)
Prerequisite: SW 330 may be taken concurrently with SW 321
This course deepens and expands generic social work skills and applies them to macro-level analysis and intervention in organizations and communities. Either semester

SW 435 School Social Work—History, Theory and Issues (3 credits†)
Prerequisite: SW 250 and SW 330 for social work majors; SW 250 and instructor’s consent for non-majors
The course will begin by examining the school as an ecological unit created to educate and socialize children. The evolution of school social work within this system will be traced from its inception in 1906 to the present. The three traditional models of school social work will be explored: home/school linkage, direct service provider and team member. Issues of confidentiality, team building, and assessment and referral will be discussed. The student will acquire an understanding of the application of the social work methods of casework, group work, and community organization as practiced in the school with children in crisis and with special populations and problems. Approved for certification for Massachusetts school adjustment counselor. Either semester

SW 437 Social Work with Multicultural and Multiethnic Families (3 credits†)
Prerequisite: 9 hours in Behavioral Sciences
This course examines social work practice with culturally and racially diverse families through study of relevant theory, case studies and the identification of personal issues and values. This course also examines contemporary issues as they affect social service delivery to families made vulnerable because of ethnic, cultural or racial biases.

SW 440 Research Methods in Social Work (3 credits†)
Prerequisite: SW 250, SW 270 and 9 hours in Behavioral Sciences
This course is designed to help social work students develop an understanding of social research methods and to equip them with the tools to measure the effectiveness of their practice and the quality of the services provided by human service agencies. The ethics, politics and utility of social research methods in all aspects of social work practice are explored. Particular emphasis is placed on research methods and applications unique to social work such as single-subject design studies, human services program evaluation and advocacy research.

SW 446 Social Work Practice with Groups (3 credits)
This course is designed to introduce students to the fundamentals of generalist practice social work with groups. The roles of group members, the functions and responsibilities of the leader, and the ethical principles for the conduct of group work are examined. Through the use of small group experiences, attention is given to problem-solving and the development of skills in observing, developing, and evaluating the small group construct and process. Students are oriented to the development of culturally sensitive, professional skills that maximize group functioning and goals. Once annually

† May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.
**SW 498 Field Experience in Social Work**  
(5 credits for each semester)  
Prerequisite: Social work majors only and SW 398  
The field experience provides opportunities for students to  
learn how to apply knowledge and to develop skills in direct  
services to clients under the direction of a qualified agency  
field instructor. A minimum of 400 hours is spent in a wide  
variety of community agencies from September-May of the  
senior year. This experience continues to build upon the  
practical sequence of SW 330, SW 431, and SW 432. A  
weekly seminar throughout the year allows students to  
integrate social work theory and practice into a unified  
whole as part of their development as beginning professional  
practitioners. Both semesters in Fall-Spring sequence.

**SW 499 Directed Study in Social Work (1-3 credits)**  
Prerequisite: Consent of the department; formal application required  
Open to juniors and seniors who have demonstrated critical  
and analytical abilities in their studies and who wish to  
pursue a project independently. May be taken twice for a  
maximum of six credits. Either semester.

**WOMEN’S STUDIES (WS/ID)**

**WS/ID 240 Critical Perspectives in Women’s Studies**  
(3 credits)  
This course introduces students to the historical background  
and theoretical frameworks of women’s studies. Central to  
the course is an analysis of the range of feminist scholarship,  
and the intersections of gender, race, class and sexuality.  
Students will examine contemporary issues in women’s  
studies and the implications of feminist thought for society  
and the individual. Spring semester.

**WS/SW 304 The Psychosocial Development of**  
**Women (3 credits)**  
This course will provide an introduction to “women’s  
reality” in terms of current research on women’s values and  
needs. The course will cover such topics as power and  
conflict, sexuality and intimacy, creativity, ethnicity and the  
effects of oppression as well as the emotional problems  
which appear to affect women, e.g. depression, eating  
disorders, etc.

**Other Approved Courses:**  
WS/ID 230 Introduction to Women’s Studies  
WS/ID 330 Issues and Perspectives in Women’s Studies  
WS/PE 365 Women in Sports  
WS/ID 430 Seminar: Research Theory and Methods in  
Women’s Studies

*Note: This section is arranged in course number order. See pages 210-211 (course prefix key) for assistance in locating department sections.*
Mr. David B. Jenkins, Chairman
Mr. Paul T. Gannon, Vice Chairman
Mr. Franklin P. Ollivierre, Secretary
  Ms. Terry Hart Cogan
Mr. Arthur C. George, Esquire
  Mr. Matthew P. Keswick
  Mr. Michael McCue
Ms. Judith Block McLaughlin, Ed.D.
  Ms. Tara Auciello, Student Trustee
Officers of the College

Dana Mohler-Faria
President
B.A., M.A. (Boston University); Ed.D. (University of Massachusetts at Amherst)

Anna Bradfield
Dean, School of Education and Allied Studies
B.S.E. (Stephen F. Austin State University); M.Ed. (Peabody College of Vanderbilt University); Ed.D. (Vanderbilt University)

Nancy Kleniewski
Provost and Vice President for Academic Affairs
A.B. (Emmanuel College); M.A., Ph.D. (Temple University)

Howard London
Dean, School of Arts and Sciences
B.A. (Bowdoin College); M.A., Ph.D. (Boston College)

Thomas Fox
Vice President, Institutional Advancement
B.A. (College of New Jersey); M.Ed. (University of Vermont); Ph.D. (University of Michigan)

Edward Minnock
Dean, Graduate and Continuing Education
B.S. (University of Tampa); M.S. (Emporia State University); Ph.D. (Kansas State University)

Jo-Anne Lema
Vice President, Administration and Finance
B.A. (Merrimack College); Ed.M. (Boston University); M.B.A. (University of Southern New Hampshire); Ed.D. (Harvard University)

Laurence Richards
Dean, School of Management and Aviation Science
B.S. (University of Maine); M.S. (University of West Florida); M.B.A. (Mississippi State University); Ph.D. (University of Pennsylvania)

William Davis
Chief Information Officer
B.S. (University of Iowa); M.A. (Temple University)
Administrative and Other College Offices

Dr. Dana Mohler-Faria  
**President**  
Boyd Hall, Room 200  
(508) 531-1201

Dr. Victor DeSantis  
**Executive Assistant to the President**  
Boyd Hall, Room 200  
(508) 531-1201

**Academic Achievement Center/Academic Advising**  
Dr. Peggy Smith  
Director  
Maxwell Library, Ground Floor  
(508) 531-1214  
(TDD) 531-6113

**Academic Affairs**  
Dr. Nancy Kleniewski  
Provost and Vice President for Academic Affairs  
Boyd Hall, Room 104  
(508) 531-1295

Dr. Patricia O’Brien  
Associate Vice President  
Boyd Hall, Room 104  
(508) 531-1295

**Administration and Finance**  
Dr. Jo-Anne Lima  
Vice President  
Boyd Hall, Room 100  
(508) 531-1207

Ms. Cindy Meyer  
Associate Vice President  
Boyd Hall, Room 202C  
(508) 531-6122

Mr. David Morwick  
Director of Special Projects  
Boyd Hall, Room 211  
(508) 531-1787

Ms. Margarida Vieira  
Director, Administrative Support Services  
Boyd Hall, Room 100  
(508) 531-1207

**Admissions**  
Dr. Marian Spencer  
Acting Director  
Gates House  
(508) 531-1237  
(TDD) (508) 531-1357

**Affirmative Action/Minority Affairs and Equal Opportunity**  
Dr. Alan Comedy  
Assistant to the President  
Boyd Hall, Room 226  
(508) 531-1241

**Alumni Relations**  
Ms. Candace Maguire  
Director  
Davis Alumni Center  
(508) 531-1287

**Arts and Sciences, School of**  
Dr. Howard London  
Dean  
Maxwell Library, Room 117A  
(508) 531-1218

**Athletics**  
Mr. John Harper  
Director  
Adrian Tinsley Center, Room 200A  
(508) 531-1352

**Board of Trustees**  
David B. Jenkins, Chair  
Paul T. Gannon, Vice Chairman  
Franklin P. Ollivierre, Secretary  
Terry Hart Cogan  
Arthur C. George, Esquire  
Matthew P. Keswick  
Judith Block McLaughlin, Ed.D.  
Michael McCue  
Matthew C. Strigles  
Tara Auciello, Student Trustee  
Boyd Hall, Room 219  
(508) 531-1701
<table>
<thead>
<tr>
<th>Administrative and Other College Offices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BOOKSTORE</strong></td>
</tr>
<tr>
<td>Mr. Jack Murphy</td>
</tr>
<tr>
<td>Manager</td>
</tr>
<tr>
<td>East Campus Commons</td>
</tr>
<tr>
<td>(508) 531-6198</td>
</tr>
<tr>
<td><strong>BURNELL CAMPUS SCHOOL</strong></td>
</tr>
<tr>
<td>Burnell School, Room 119</td>
</tr>
<tr>
<td>(508) 531-1315</td>
</tr>
<tr>
<td><strong>CAMPUS CENTER</strong></td>
</tr>
<tr>
<td>Mr. James Hallenbeck</td>
</tr>
<tr>
<td>Director</td>
</tr>
<tr>
<td>Campus Center, Room 111</td>
</tr>
<tr>
<td>(508) 531-1275</td>
</tr>
<tr>
<td><strong>CAMPUS POLICE</strong></td>
</tr>
<tr>
<td>Mr. David Tillinghast</td>
</tr>
<tr>
<td>Campus Police Chief</td>
</tr>
<tr>
<td>Great Hill Drive</td>
</tr>
<tr>
<td>emergency 911</td>
</tr>
<tr>
<td>non-emergency (508) 531-1212</td>
</tr>
<tr>
<td>(TDD) (508) 531-6111</td>
</tr>
<tr>
<td><strong>CAREER SERVICES</strong></td>
</tr>
<tr>
<td>Mr. Brian Salvaggio</td>
</tr>
<tr>
<td>Director</td>
</tr>
<tr>
<td>Rondileau Campus Center, Room 008</td>
</tr>
<tr>
<td>(508) 531-1328</td>
</tr>
<tr>
<td><strong>CHILDREN’S CENTER (DAYCARE)</strong></td>
</tr>
<tr>
<td>Ms. Nancy Clark</td>
</tr>
<tr>
<td>Director</td>
</tr>
<tr>
<td>Burnell Campus School, Room 135</td>
</tr>
<tr>
<td>(508) 531-1244</td>
</tr>
<tr>
<td><strong>CONFERENCE AND EVENTS SERVICES</strong></td>
</tr>
<tr>
<td>Ms. Laura Aikey</td>
</tr>
<tr>
<td>Director</td>
</tr>
<tr>
<td>Campus Center, Room 108</td>
</tr>
<tr>
<td>(508) 531-6139</td>
</tr>
<tr>
<td><strong>COPY CENTER</strong></td>
</tr>
<tr>
<td>Ms. Deanne Farino</td>
</tr>
<tr>
<td>Reproductive Service Supervisor</td>
</tr>
<tr>
<td>Tillinghast Hall, Room 030</td>
</tr>
<tr>
<td>(508) 531-2165</td>
</tr>
<tr>
<td><strong>COUNSELING CENTER</strong></td>
</tr>
<tr>
<td>Dr. Grace Seibert-Larke</td>
</tr>
<tr>
<td>Director</td>
</tr>
<tr>
<td>Tillinghast Hall, Room 013</td>
</tr>
<tr>
<td>(508) 531-1331</td>
</tr>
<tr>
<td>(TDD) (508) 531-6116</td>
</tr>
<tr>
<td><strong>DEVELOPMENT AND INSTITUTIONAL ADVANCEMENT</strong></td>
</tr>
<tr>
<td>Ms. Jane Bradford</td>
</tr>
<tr>
<td>Assistant Vice President</td>
</tr>
<tr>
<td>Davis Alumni Center</td>
</tr>
<tr>
<td>(508) 531-2946</td>
</tr>
<tr>
<td><strong>DISABILITY RESOURCES/ADA COMPLIANCE</strong></td>
</tr>
<tr>
<td>Maxwell Library, Room 001</td>
</tr>
<tr>
<td>(508) 531-1214</td>
</tr>
<tr>
<td>(TDD) (508) 531-6113</td>
</tr>
<tr>
<td><strong>EDUCATION AND ALLIED STUDIES, SCHOOL OF</strong></td>
</tr>
<tr>
<td>Dr. Anna Bradfield</td>
</tr>
<tr>
<td>Dean</td>
</tr>
<tr>
<td>Burnell Campus School, Room 128</td>
</tr>
<tr>
<td>(508) 531-1347</td>
</tr>
<tr>
<td><strong>FACILITIES</strong></td>
</tr>
<tr>
<td>Mr. Denis Maguy</td>
</tr>
<tr>
<td>Director</td>
</tr>
<tr>
<td>Rondileau Campus Center</td>
</tr>
<tr>
<td>(508) 531-1399</td>
</tr>
<tr>
<td><strong>FACILITIES MANAGEMENT AND PLANNING</strong></td>
</tr>
<tr>
<td>Ms. Karen Jason</td>
</tr>
<tr>
<td>Director, Planning and Construction</td>
</tr>
<tr>
<td>Boyden Hall, 2nd Floor</td>
</tr>
<tr>
<td>(508) 531-2750</td>
</tr>
<tr>
<td><strong>FINANCIAL AID</strong></td>
</tr>
<tr>
<td>Ms. Janet Gumbris</td>
</tr>
<tr>
<td>Director</td>
</tr>
<tr>
<td>Tillinghast Hall, Room 100B</td>
</tr>
<tr>
<td>(508) 531-2685</td>
</tr>
<tr>
<td><strong>FISCAL AFFAIRS</strong></td>
</tr>
<tr>
<td>Mr. Wayne Doel</td>
</tr>
<tr>
<td>Controller</td>
</tr>
<tr>
<td>Boyden Hall, Room 111</td>
</tr>
<tr>
<td>(508) 531-2483</td>
</tr>
<tr>
<td><strong>Food Service</strong></td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Mr. Gary Boothby Director</td>
</tr>
<tr>
<td>Tillinghast Hall, Room 103 (508) 531-2164</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Graduate and Continuing Education</strong></th>
<th><strong>International Programs Office</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Edward Minnock Dean</td>
<td>Ms. Robin Melavalin Associate Director</td>
</tr>
<tr>
<td>Maxwell Library, Room 004 (508) 531-1261</td>
<td>Maxwell Library, Room 021 (508) 531-6183</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Grants and Sponsored Projects</strong></th>
<th><strong>Judicial Affairs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Frances Jeffries Director</td>
<td>Mr. Tony Esposito Associate Dean</td>
</tr>
<tr>
<td>Maxwell Library, Room 200 (508) 531-1242</td>
<td>Boydend Hall, Room 106 (508) 531-1276</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Health Services</strong></th>
<th><strong>Library Services</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Janice Sudnas Director</td>
<td>Mr. Michael Somers Director of Libraries</td>
</tr>
<tr>
<td>Tillinghast Hall, Room 001 (508) 531-1252 (TDD) (508) 531-6116</td>
<td>Maxwell Library, Room 300 (508) 531-1255</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Honors Center</strong></th>
<th><strong>Mail Services</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Charles Nickerson Director</td>
<td>Mr. Michael Lehane Mail Clerk III</td>
</tr>
<tr>
<td>Maxwell Library, Ground Floor (508) 531-1378</td>
<td>Tillinghast Hall, Room 022 (508) 531-1770</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Human Resources</strong></th>
<th><strong>Management and Aviation Science, School of</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Peter Martel Associate Vice President</td>
<td>Dr. Laurence Richards Dean</td>
</tr>
<tr>
<td>Boydend Hall, Room 103 (508) 531-1324</td>
<td>Harrington Hall, Room 104C (508) 531-6151</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Information Technology</strong></th>
<th><strong>Moakley Center Programming</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. William Davis Chief Information Officer</td>
<td>Dr. Mary Fuller Director of Distance Education and Technology Programs</td>
</tr>
<tr>
<td>Boydend Hall, Room 227 (508) 531-1778</td>
<td>Moakley Center (508) 531-6145</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Multicultural Affairs</strong></th>
<th><strong>TDD</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Andrea Garr-Barnes Director</td>
<td>(508) 531-6116</td>
</tr>
<tr>
<td>Rondileau Campus Center, Room 006 (508) 531-6166</td>
<td>(508) 531-6110</td>
</tr>
<tr>
<td><strong>Off Campus Programs</strong></td>
<td><strong>Student Activities</strong></td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Ms. Jane Souza</td>
<td>Ms. Cindy Kane</td>
</tr>
<tr>
<td>Director</td>
<td>Director</td>
</tr>
<tr>
<td>Off Campus Programs</td>
<td>Rondileau Campus Center, Room 109</td>
</tr>
<tr>
<td>Maxwell Library, Room 021</td>
<td>(508) 531-1273</td>
</tr>
<tr>
<td>(508) 531-6142</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Orientation</strong></th>
<th><strong>Student Affairs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Shelby Harris</td>
<td>Dr. Lynette Willett</td>
</tr>
<tr>
<td>Associate Director</td>
<td>Vice President</td>
</tr>
<tr>
<td>Student Activities</td>
<td>Boyden Hall, Room 106</td>
</tr>
<tr>
<td>Rondileau Campus Center</td>
<td>(508) 531-1276</td>
</tr>
<tr>
<td>(508) 531-1273</td>
<td>(TDD) (508) 531-1384</td>
</tr>
<tr>
<td>(TDD) (508) 531-6112</td>
<td>Ms. Catherine Holbrook</td>
</tr>
<tr>
<td></td>
<td>Associate Dean</td>
</tr>
<tr>
<td></td>
<td>Boyden Hall, Room 106</td>
</tr>
<tr>
<td></td>
<td>(508) 531-1276</td>
</tr>
<tr>
<td></td>
<td>(TDD) (508) 531-1384</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Professional Education</strong></th>
<th><strong>Student Employment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Mary Ann McKinnon</td>
<td>Ms. Melissa Grabau</td>
</tr>
<tr>
<td>Director</td>
<td>Staff Associate</td>
</tr>
<tr>
<td>(508) 531-1755</td>
<td>Boyden Hall, Room 101</td>
</tr>
<tr>
<td>Burnell Campus School, Room 128</td>
<td>(508) 531-1232</td>
</tr>
<tr>
<td>Licensure (508) 531-1228</td>
<td></td>
</tr>
<tr>
<td>Student Teaching (508) 531-1227</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Public Affairs</strong></th>
<th><strong>Telecommunications</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Eva Gaffney</td>
<td>Mr. Patrick Cronin</td>
</tr>
<tr>
<td>Director</td>
<td>Director</td>
</tr>
<tr>
<td>Hunt Hall</td>
<td>Boyden Hall, Room 009</td>
</tr>
<tr>
<td>(508) 531-1335</td>
<td>(508) 531-2220</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Registrar’s Office</strong></th>
<th><strong>Transportation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Irene Checkovich</td>
<td>Ms. Mary Cahill</td>
</tr>
<tr>
<td>Director</td>
<td>Staff Assistant</td>
</tr>
<tr>
<td>Boyden Hall, Room 003</td>
<td>Campus Center</td>
</tr>
<tr>
<td>(508) 531-1231</td>
<td>(508) 531-2094</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Residence Life and Housing</strong></th>
<th><strong>Veterans Affairs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Beth Moriarty</td>
<td>Ms. Diane Place</td>
</tr>
<tr>
<td>Director</td>
<td>Assistant Director</td>
</tr>
<tr>
<td>DiNardo Hall, Room 100</td>
<td>Tillinghast Hall, Room 100</td>
</tr>
<tr>
<td>(508) 531-1277</td>
<td>(508) 531-1341</td>
</tr>
<tr>
<td>(TDD) (508) 531-6118</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student Accounts</strong></th>
<th>****</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Valerie Cabral</td>
<td></td>
</tr>
<tr>
<td>Staff Assistant</td>
<td></td>
</tr>
<tr>
<td>Boyd Hall, Room 109</td>
<td></td>
</tr>
<tr>
<td>(508) 531-1752</td>
<td></td>
</tr>
</tbody>
</table>
# Academic Department Directory

## Accounting and Finance
Professor Carleton Donchess  
Chairperson, Graduate and Continuing Education Coordinator  
Harrington Hall, Room 103E  
cdonchess@bridgew.edu  
(508) 531-1395  
Fax: (508) 531-1121

## Communications Studies and Theatre Arts
Dr. Arthur Dirks  
Chairperson, Graduate and Continuing Education Coordinator  
Campus Center, Room 022  
adirks@bridgew.edu  
(508) 531-2039  
Fax: (508) 531-6131

## Art
Dr. Roger Dunn  
Chairperson, Graduate and Continuing Education Coordinator  
Art Building, Room 100A  
rddunn@bridgew.edu  
(508) 531-1359  
Fax: (508) 531-6128

## Aviation Science
Assistant Professor Michael Farley  
Chairperson  
Harrington Hall, Room 111B  
mfarley@bridgew.edu  
(508) 531-1779  
Fax: (508) 531-1121

## Biological Sciences
Dr. Hardy Moore  
Chairperson  
Conant Science Building, Room 226A  
hmoore@bridgew.edu  
(508) 531-1358  
Fax: (508) 531-1785

Dr. John Jahoda  
Graduate and Continuing Education Coordinator  
Conant Science Building, Room 120  
jjahoda@bridgew.edu  
(508) 531-2088  
Fax: (508) 531-1785

## Chemical Sciences
Dr. Frank Gorga  
Chairperson  
Conant Science Building, Room 314  
gorga@bridgew.edu  
(508) 531-1233  
Fax: (508) 531-1785

## Computer Science
Dr. Glenn Pavlcek  
Graduate and Continuing Education Coordinator  
Hart Hall, Room 230  
pavlcek@bridgew.edu  
(508) 531-2349  
Fax: (508) 531-1361

## Counseling
Dr. Victoria Bacon  
Graduate and Continuing Education Coordinator  
Tillinghast Hall, Room 206  
vbacon@bridgew.edu  
(508) 531-2561  
Fax: (508) 531-6167

## Criminal Justice
Dr. Kim Mac Innis  
Graduate and Continuing Education Coordinator (Graduate)  
Hart Hall, Room 329  
kmacinnis@bridgew.edu  
(508) 531-2392  
Fax: (508) 531-1761

Dr. Patricia Fanning  
Graduate and Continuing Education Coordinator (Undergraduate Criminal Justice, Sociology and Anthropology)  
Hart Hall, Room 245  
pfanning@bridgew.edu  
(508) 531-2648  
Fax: (508) 531-1761
Earth Sciences and Geography
Dr. Peter Saccocia
Chairperson and Graduate and Continuing Education Coordinator
Conant Science Building, Room 308A
psaccocia@bridgew.edu
(508) 531-2124
Fax: (508) 531-1785

Economics
Dr. Daniel Lomba
Chairperson
Hunt Hall, Room 115
dlomba@bridgew.edu
(508) 531-2407
Fax: (508) 531-6136

Dr Margaret Landman
Graduate and Continuing Education Coordinator
Hunt Hall, Room 205
mlandman@bridgew.edu
(508) 531-2289
Fax: (508) 531-6136

Educational Leadership
Dr. Joanne Newcombe
Graduate and Continuing Education Coordinator
Hart Hall, Room 225
jnewcombe@bridgew.edu
(508) 531-2231
Fax: (508) 531-1771

Elementary and Early Childhood Education
Dr. John Marvelle
Chairperson
Hart Hall, Room 120
jmarvelle@bridgew.edu
(508) 531-1367
Fax: (508) 531-5367

Dr. Maureen Moir
Graduate and Continuing Education Coordinator (Graduate)
Hart Hall, Room 139
mmoir@bridgew.edu
(508) 531-2385
Fax: (508) 531-4385

Dr. Nancy Witherell
Graduate and Continuing Education Coordinator (Post Baccalaureate)
Hart Hall, Room 130
nwitherell@bridgew.edu
(508) 531-2397
Fax: (508) 531-4397

English
Dr. Evelyn Pezzulich
Chairperson
Tillinghast Hall, Room 339
epezzulich@bridgew.edu
(508) 531-2433
Fax: (508) 531-1781

Dr. William Smith
Graduate and Continuing Education Coordinator
Tillinghast Hall, Room 312
wsmith@bridgew.edu
(508) 531-2438
Fax: (508) 531-1781

Foreign Languages
Dr. Atandra Mukhopadhyay
Chairperson and Continuing Education Program Coordinator
Tillinghast Hall, Room 318
mukhopadhyay@bridgew.edu
(508) 531-2452
Fax: (508) 531-1781

Dr. Kristin Shoaf
Graduate and Continuing Education Coordinator
Tillinghast Hall, Room 213
kshoaf@bridgew.edu
(508) 531-2766
(508) 531-1781

History
Professor Jean Stonehouse
Chairperson
Tillinghast Hall, Room 237
jstonehouse@bridgew.edu
(508) 531-2415
Fax: (508) 531-9421

Dr. Thomas Turner
Graduate and Continuing Education Coordinator
Tillinghast Hall, Room 218
tturner@bridgew.edu
(508) 531-2408
Fax: (508) 531-1781
INSTRUCTIONAL TECHNOLOGY
Dr. Anne Hird
Graduate and Continuing Education Coordinator
Hart Hall, Room 219
ahird@bridgew.edu
(508) 531-2027
Fax: (508) 531-1771

MANAGEMENT
Professor Mercer Fellouris
Chairperson, Graduate and Continuing Education Coordinator
Harrington Hall, Room 101F
(508) 531-2467
Fax: (508) 531-1121

MATHEMATICS
Professor I. Philip Scalisi
Graduate and Continuing Education Coordinator
Hart Hall, Room 231
pscalisi@bridgew.edu
(508) 531-2341
Fax: (508) 531-1361

MATHEMATICS AND COMPUTER SCIENCE
Assistant Professor Richard Quindley
Chairperson
Hart Hall, Room 216
rquindley@bridgew.edu
(508) 531-2336
Fax: (508) 531-1361

MOVEMENT ARTS, HEALTH PROMOTION AND LEISURE STUDIES
Dr. Robert Haslam
Chairperson
Tinsley Center, Room 232A
rhaslam@bridgew.edu
(508) 531-1215
Fax: (508) 531-1717

Dr. Pamela Russell
Graduate and Continuing Education Coordinator
Tinsley Center, Room 237
prussell@bridgew.edu
(508) 531-2059
Fax: (508) 531-1717

MUSIC
Dr. Steven Young
Chairperson
Maxwell Library, Room 326
slyoung@bridgew.edu
(508) 531-2043
Fax: (508) 531-1772

Dr. Jean Kreiling
Graduate and Continuing Education Coordinator
Maxwell Library, Room 334
jkreiling@bridgew.edu
(508) 531-2287
Fax: (508) 531-1772

PHILOSOPHY
Dr. Edward James
Chairperson
Tillinghast Hall, Room 327
ejames@bridgew.edu
(508) 531-2458
Fax: (508) 531-1781

Dr. Robert Fitzgibbons
Graduate and Continuing Education Coordinator
Tillinghast Hall, Room 328
rfitzgibbons@bridgew.edu
(508) 531-2459
Fax: (508) 531-1781

PHYSICS
Dr. Jeffrey Williams
Chairperson and Graduate and Continuing Education Coordinator
Conant Science Building, Room 115A
j7williams@bridgew.edu
(508) 531-2081
Fax: (508) 531-1785

POLITICAL SCIENCE
Dr. Michael Kryzanek
Chairperson
Summer Street House, Room 104
mkryzanek@bridgew.edu
(508) 531-2318
Fax: (508) 531-6186
Psychology
Dr. Elizabeth Englander
Chairperson
Hart Hall, Room 327
eenglander@bridgew.edu
(508) 531-2379
Fax: (508) 531-1761

Dr. Michael Murtagh
Graduate and Continuing Education Coordinator (Graduate)
Hart Hall, Room 326
mmurtagh@bridgew.edu
(508) 531-2843
Fax: (508) 531-1761

Dr. David Richards
Graduate and Continuing Education Coordinator (Undergraduate)
Hart Hall, Room 323
drichards@bridgew.edu
(508) 531-2377
Fax: (508) 531-1761

Public Administration
Dr. Brendan Burke
Graduate and Continuing Education Coordinator
Summer Street House, Room 201
bburke@bridgew.edu
(508) 531-2404
Fax: (508) 531-6186

Reading
Dr. Ruth Farrar
Graduate and Continuing Education Coordinator
Hart Hall, Room 133
rfarrar@bridgew.edu
(508) 531-2382
Fax: (508) 531-4382

Secondary Education and Professional Programs
Dr. Joanne Newcombe
Chairperson
Hart Hall, Room 225
jnewcombe@bridgew.edu
(508) 531-1326
Fax: (508) 531-1771

Social Work
Dr. Lucinda King-Frode
Chairperson
Hart Hall, Room 339
cking@bridgew.edu
(508) 531-2255
Fax: (508) 531-1761

Sociology, Anthropology, and Criminal Justice
Dr. Walter Carroll
Chairperson
Hart Hall, Room 336
wcarroll@bridgew.edu
(508) 531-2252
Fax: (508) 531-1761

Special Education and Communication Disorders
Dr. Robert MacMillan
Chairperson
Hart Hall, Room 248
rmacmillan@bridgew.edu
(508) 531-2104
Fax: (508) 531-1771

Professor Kathleen McNamara
Graduate and Continuing Education Coordinator (Special Education, Communication Disorders, SEAS Core Courses)
Hart Hall, Room 335
kmynamara@bridgew.edu
(508) 531-2319
Fax: (508) 531-1771
## Faculty

**Richard Abers**  
Assistant Professor of Aviation Science  
B.S. (University of Illinois); M.Ed. (University of New Hampshire)

**Abbar A. Al-Obaidi**  
Assistant Professor of Communication  
B.A. (Baghdad University); M.A.E. (University of Hartford); Ph.D. (The University of Michigan at Ann Arbor)

**Marcia Kay Anderson**  
Professor of Physical Education  
B.S. (Upper Iowa University); M.S. (Indiana University); Ph.D. (University of Iowa)

**Charles Francis Angell**  
Professor of English  
B.A. (Colby College); M.A., Ph.D. (University of Massachusetts at Amherst)

**Leslie E. Angell**  
Professor of English  
B.A., M.A., Ph.D. (University of Massachusetts at Amherst)

**Barbara Holt Apstein**  
Professor of English  
B.A. (Cornell University); M.A. (Columbia University); Ph.D. (City University of New York)

**Martina B. Arndt**  
Assistant Professor of Physics  
B.A. (Wellesley College); M.S., Ph.D. (University of New Hampshire)

**Bettina H. Aten**  
Assistant Professor of Geography  
B.Sc. (Instituto de Matematica e Estatistica, Universidade de Sao Paulo); M.B.A. (The Wharton School, University of Pennsylvania); Ph.D. (University of Pennsylvania)

**Jeanne Aurelio**  
Associate Professor of Management  
B.A. (University of South Florida); M.B.A., D.B.A. (The George Washington University)

**Saul H. Auslander**  
Professor of Accounting and Finance  
B.S. (U.S. Naval Academy); M.B.A. (New York University)

**Ojilio O. Ayalamacedo**  
Assistant Professor of Spanish  
B.A. (University of Massachusetts at Boston); M.A. (Queens College, CUNY); Ph.D. (Graduate School and University Center of the City University of New York)

---

**Victoria L. Bacon**  
Associate Professor of Education and Coordinator of the Counseling Program  
B.A. (Fitchburg State College); M.A. (Anna Maria College); C.A.G.S., Ed.D (Northeastern University)

**Tracy Anthony Baldrate**  
Professor of Special Education  
B.S. (Bridgewater State College); M.Ed. (Boston College); Ed.D. (University of Alabama)

**Patricia C. Bancroft**  
Assistant Professor of Accounting  
B.S. (Providence College); M.B.A. (University of Rhode Island); C.P.A.; D.B.A. (Nova Southeastern University)

**Lisa Bianca Battaglino**  
Professor of Special Education  
B.S. (Bridgewater State College); M.Ed., Ph.D. (Boston College)

**Samuel Baumgarten**  
Associate Professor of Physical Education  
B.A. (Brown University); M.A. (New York University)

**Barbara Bautz**  
Professor of Education  
B.S. (University of Wisconsin); M.Ed. (University of North Carolina); Ph.D. (University of Kansas)

**John-Michael Bodi**  
Assistant Professor of Education  
B.A. (Ohio State University); M.Ed. (University of Houston); Ph.D. (The University of Texas at Austin)

**Jeffery Bowen**  
Assistant Professor of Biological Sciences  
B.S., M.S. (California State Polytechnic University); Ph.D. (Texas A&M University)

**Michael Boyd**  
Associate Professor of English  
B.A., M.A. (University of Texas at Austin); Ph.D. (University of Wisconsin at Madison)

**Edward August Braun**  
Professor of Physical Education  
B.S. (Central Connecticut State College); M.Ed., Ed.D. (Boston University)

**Ann M. Brunjes**  
Assistant Professor of English  
A.B. (Colgate University); Ph.D. (New York University)

**Edward J. Brush**  
Associate Professor of Chemistry  
B.S. (King’s College); Ph.D. (The Pennsylvania State University)

**Jon L. Bryan**  
Professor of Management  
B.S., M.B.A. (University of Massachusetts at Dartmouth); D.Ed. (University of Massachusetts at Amherst)

---

NOTE: All faculty listed are full-time faculty 2003-2004

Member of Graduate Faculty  
Fall leave  
Spring leave  
Fall and Spring leave
Lydia J. Burak*  
Associate Professor of Health  
B.A. (University of Massachusetts at Amherst); M.Ed. (Worcester State College); Ph.D. (University of Oregon)  

Brendan F. Burke  
Assistant Professor of Political Science  
A.B. (Georgetown University); M.P.A., M.A., Ph.D. (University of North Carolina at Chapel Hill)  

Gary Calhoun  
Assistant Professor of Social Work  
B.A. (Eastern Nazarene College); M.A. (University of Chicago); Ph.D. (Boston College Graduate School of Social Work)  

John A. Calicchia*  
Assistant Professor of Education  
B.A. (University of Rhode Island); M.A. (University of Hartford); Ph.D. (Northeastern University)  

George Candler  
Assistant Professor of Political Science  
B.A. (Griffith University); B.Lit. (Deakin University); Ph.D. (Indiana University)  

Dina M. Carbonell*  
Associate Professor of Social Work  
B.A. (Harvard University); M.S.W., Ph.D. (Simmons College, School of Social Work)  

Walter F. Carroll*  
Professor of Sociology and Chairperson of the Department of Sociology, Anthropology and Criminal Justice  
B.A., M.A., Ph.D. (The American University)  

Michael J. Carson  
Associate Professor of Biological Sciences  
B.Sc. (University of Alberta); Ph.D. (University of Washington)  

Hang-Ling Chang  
Professor of Mathematics and Computer Science  
B.S. (Chung-Hsing University); M.S. (Tsing-Swa University); M.A. (Columbia University); Ph.D. (The University of Alabama)  

Zon-I Chang*  
Professor of Mathematics and Computer Science  
B.S. (National Chung-Hsing University); M.S., Ph.D. (University of Illinois at Urbana)  

Anthony Cicerone*  
Professor of Economics  
B.A. (Acadia University); M.A., Ph.D. (Northeastern University)  

Robert Cicerone  
Assistant Professor of Geology  
B.S. (Northeastern University); M.S. (Boston College); M.B.A. (Regis College); Ph.D. (Massachusetts Institute of Technology)  

Sandra Ciocci*  
Professor of Communication Disorders and Coordinator of the Communication Disorders Program  
B.S., Ph.D. (University of Massachusetts at Amherst); M.Ed. (Northeastern University)  

Sandra L. Clark  
Associate Professor of Geography  
B.A. (Plymouth State College); M.A. (University of Colorado); Ph.D. (Arizona State University)  

Richard T. Colgan*  
Professor of Psychology  
B.A., M.A. (University of Notre Dame); Ph.D. (Southern Illinois University)  

Veronica Coté  
Assistant Professor of Aviation Science  
B.S. (Bridgewater State College); M.A.S. (Embry-Riddle Aeronautical University) ATP, CF II  

Craig S. Cowles*  
Professor of Management  
B.S. (University of Nebraska); M.B.A. (University of Hartford); Ph.D. (University of Kansas)  

David Mallory Culver*  
Professor of History  
A.B. (Colgate University); M.A., Ph.D. (Boston University)  

Thomas Michael Curley*  
Professor of English  
A.B. (Boston College); M.A., Ph.D. (Harvard University)  

Kevin D. Curry*  
Professor of Biological Sciences  
B.A. (Central College); M.S. (University of Arizona); Ph.D. (Purdue University)  

Joseph D’Adamo  
Assistant Professor of Accounting and Finance  
B.S. (Providence College); M.B.A. (Indiana University)  

Fang Deng  
Assistant Professor of Sociology  
B.A. (Capital University of Economics and Business, Beijing); M.A. (Peking University); Ph.D. (University of Chicago)  

Cielito M. DeRamos-King  
Associate Professor of Chemistry  
B.S. (University of the Philippines at Los Banos, Laguna); Ph.D. (University of Cincinnati)  

Edward F. Deveney  
Associate Professor of Physics  
B.S., Ph.D. (The University of Connecticut)  

Arthur L. Dirks*  
Professor of Theatre Arts and Chairperson of the Department of Communication Studies and Theatre Arts  
B.A. (Fort Hays State College); M.A. (University of Kansas); M.F.A. (Illinois State University); Ed.D. (University of Massachusetts at Boston)
Carleton M. Donchess*
Professor of Accounting and Finance and Chairperson of the Department of Accounting and Finance
B.S. (Stonehill College); M.B.A. (Babson College); M.S.A. (Bentley College); CMA

Shannon Donovan*
Assistant Professor of Finance
B.A., M.S.F. (Boston College); D.B.A. (Nova Southeastern University)

Ely A. Dorsey
Associate Professor of Management
B.A. (City College of New York); Ph.D. (Old Dominion University)

Anne E. Doyle*
Assistant Professor of English
B.A. (Emmanuel College); M.A. (Boston College); Ph.D. (University of Illinois at Chicago)

John Jones Droegé*
Professor of Art
B.S., M.A., M.A.T., M.F.A. (University of Notre Dame)

Roger T. Dunn†
Professor of Art and Chairperson of the Department of Art
B.A., B.F.A. (Pennsylvania State University); M.F.A. (Pratt Institute); Ph.D. (Northwestern University)

Mahmoud El-Hashash
Assistant Professor of Mathematics
B.Sc., M.Sc. (Alexandria University, Egypt); Ph.D. (Northeastern University)

Elizabeth Englander*
Associate Professor of Psychology and Chairperson of the Department of Psychology
B.A. (University of California at Berkley); M.A., Ph.D. (University of Southern California)

Richard L.C. Enright
Professor of Geology
B.A., M.S., Ph.D. (Rutgers University)

Sandra Faiman-Silva‡
Professor of Anthropology
B.A. (University of Massachusetts at Amherst); M.A. (University of Minnesota); Ph.D. (Boston University)

Paul James Fairbanks*
Professor of Mathematics and Computer Science
B.A. (Bridgewater State College); M.S. (Southern Illinois University); D.A. (University of N. Colorado)

Vernon Domingo*
Professor of Geography
B.A. (University of the Western Cape, S.A.); M.A., Ph.D. (Clark University)

Patricia Fanning
Assistant Professor of Sociology
B.A. (Wheaton College); M.A., Ph.D. (Boston College)

Michael F. Farley
Assistant Professor of Aviation Science and Chairperson of the Department of Aviation Science
B.S. (Bridgewater State College); M.P.A. (San Diego State University)

Ruth D. Farrar*
Professor of Education
B.A. (Eastern Nazarene College); M.S., Ed.D. (Hofstra University)

Mercer Fellouris*
Professor of Management and Chairperson of the Department of Management
B.S. (Simmons College); M.B.A. (University of Massachusetts at Dartmouth)

Fernanda Ferreira
Assistant Professor of Spanish
B.A. (Universidade Federal de Pernambuco, Recife); M.A. (University of Illinois at Urbana-Champaign); Ph.D. (University of New Mexico)

Helene S. Fine*
Professor of Management
A.B. (University of Chicago); M.Ed. (Chicago Consortium of Colleges and Universities with Concordia College); M.S. (University of Chicago); Ph.D. (Northwestern University)

Robert Edward Fitzgibbons
Professor of Philosophy
A.B. (Tufts University); Ed.M. (Temple University); Ph.D. (Boston University)

Lucille M. Fortunato DeLisle*
Associate Professor of History
B.A., M.A. (Bridgewater State College); Ph.D. (Boston College)

Diana J. Fox†
Associate Professor of Anthropology
B.A. (Oberlin College); M.A. (University of Arizona); Ph.D. (University of Massachusetts at Amherst)

Robert E. Frederick*
Professor of Physical Education
B.S., M.Ed. (Slippery Rock State College); Ed.D. (Brigham Young University)

David M. Garcia*
Associate Professor of Music
B.M.Ed., M.M.Ed. (Bowling Green State University); D.M.A. (Ohio State University)

Paula Gardner
Assistant Professor of Communication
B.A. (State University of New York at Potsdam); M.A. (New School of Social Research); Ph.D. (University of Massachusetts at Amherst)
Ivana George
Assistant Professor of Art
B.F.A. (Guilford College); M.F.A. (The School of the Museum of Fine Arts/Tufts University)

Arnold R. Girdharry∗
Professor of English
B.A. (Atlantic Union College); M.A. (Andrews University); Ph.D. (Howard University)

Walter Joseph Gleason
Professor of Mathematics
B.S. (Boston State College); M.A. (Boston College)

Frank R. Gorga∗
Professor of Chemistry and Chairperson of the Department of Chemical Sciences
B.S. (Adelphi University); Ph.D. (Dartmouth College)

Louise Graham∗
Assistant Professor of Education
B.S., M.A.T. (Bridgewater State College); M.A., Ph.D. (Boston College)

Steven Greenberg∗
Professor of Education
B.A., M.Ed. (Northeastern University); Ed.D. (University of Massachusetts at Amherst)

Steven Haefner
Assistant Professor of Chemical Sciences
B.Sc. (University of California at Los Angeles); Ph.D. (Michigan State University)

James Hannon
Assistant Professor of Criminal Justice and Sociology
B.S. (Georgetown University); M.S., Ph.D. (University of Wisconsin)

Ruth Therese Hannon∗
Professor of Psychology
B.S. (Wayne State University); Ph.D. (Catholic University of America)

Andrew T. Harris∗
Associate Professor of History
B.A., (Pomona College); M.A. (Stanford University)

Janice Reimer Harris∗
Professor of Physical Education
B.S. (University of Massachusetts at Amherst); M.Ed., Ed.D. (Boston University)

Edward J. Hart∗
Professor of Health
B.S. (West Chester State College); M.S. (West Virginia University); Ph.D. (University of Maryland)

Robert W. Haslam∗
Professor of Physical Education and Chairperson of the Department of Movement Arts, Health Promotion and Leisure Studies
B.S. (Northeastern University); M.A., Ph.D. (University of Maryland)

Joan W. Hausrath∗‡
Professor of Art
B.S., M.F.A. (Bowling Green State University); M.A. (Ohio State University)

James Hayes-Bohanan
Associate Professor of Geography
B.S. (University of Maryland/Baltimore County); M.A. (Miami University); Ph.D. (University of Arizona)

Ward A. Heilman∗†
Assistant Professor of Mathematics
B.A., B.S. (State University of New York at New Paltz); M.A. (Pennsylvania State University); Ph.D. (Northeastern University)

Robert A. Hellström
Assistant Professor of Geography
B.S., M.S., Ph.D. (The Ohio State University)

Leonid Heretz∗
Associate Professor of History
A.B. (Harvard College); A.M., Ph.D. (Harvard University)

Anne Hird∗
Assistant Professor of Education
B.A. (Brown University); M.S. (Simmons College); Ph.D. (University of Rhode Island)

Curtiss R. Hoffman∗
Professor of Anthropology
B.A. (Brandeis University); Ph.D. (Yale University)

Andrew C. Holman∗†
Associate Professor of History
B.A. (McGill University); M.A. (McMaster University); Ph.D. (York University)

Jonathan B. Holmes
Assistant Professor of Psychology
B.A. (University of Massachusetts at Amherst); M.A., Ph.D. (State University of New York at Stony Brook)

Susan Holton∗
Professor of Communication
B.S. (Miami University); M.A., Ph.D. (Case Western Reserve University)

Joseph Henry Huber∗
Professor of Physical Education
B.S. (West Chester State College); M.A. (University of Maryland); Ph.D. (Ohio State University)

J. Michael Hurley
Associate Professor of English
B.S. (North Dakota State University); M.A. (Indiana University); M.A.T. (Bridgewater State College)
Michael Ierardi
Assistant Professor of History
B.A. (Yale University); M.A., Ph.D. (University of California at Berkeley)

John Curtis Jahoda*
Professor of Biological Sciences
B.A. (University of Connecticut); Ph.D. (Oklahoma State University)

Edward Warren James
Professor of Philosophy and Chairperson of the Department of Philosophy
B.A. (Tufts University); Ph.D. (University of Southern California)

Margaret Munson Johnson*
Professor of Psychology
B.A. (Macalester College); M.A., Ph.D. (Boston University)

John William Jones*
Assistant Professor of Education
B.S., M.Ed. (Bridgewater State College); M.S. (Syracuse University)

Jeri Katz*
Associate Professor of Special Education
B.S. (University of Rhode Island); M.Ed. (Bridgewater State College); D.Ed. (Boston College)

Mark Kemper
Assistant Professor of Political Science
B.A. (Northern Illinois University); M.A., Ph.D. (Ohio State University)

William Lowell Kendall*
Professor of Art
B.S. (University of Minnesota); M.S., M.F.A. (University of Wisconsin)

Sylvia Poster Keyes
Professor of Management
B.S., C.A.S. (Northeastern University); M.B.A. (Babson College)

John R. Kilbourne*
Associate Professor of Physical Education
B.A. (California State University at Long Beach); M.A. (University of California at Los Angeles); Ph.D. (The Ohio State University)

Garland Kinner*
Assistant Professor of English
B.S. (Wake Forest University); M.S. (Emory University); M.A., Ph.D. (University of North Carolina at Chapel Hill)

Lucinda King-Frode *
Associate Professor of Social Work and Chairperson of the Department of Social Work
B.A. (Wheaton College); M.S.W. (Simmons College); M.B.A. (Boston College); Ph.D. (Brandeis University)

Christopher J. Kirkey*
Associate Professor of Political Science/Canadian Studies
B.A., M.A. (Queen’s University); Ph.D. (Brandeis University)

* Member of Graduate Faculty
† Full leave
‡ Spring leave
+++ Fall and Spring leave

Nancy Kleniewski
Professor of Sociology and Provost and Vice President for Academic Affairs
A.B.A (Emmanuel College); M.A., Ph.D. (Temple University)

Michael Kocet*
Assistant Professor of Education
B.L.S., M.A. (Bowling Green State University); Ph.D. (University of Arkansas)

Jean Louise Kreiling
Professor of Music
B.A. (College of William and Mary); M.A. (University of Virginia); B.A. (University of North Carolina at Greensboro); M.A., Ph.D. (University of North Carolina at Chapel Hill)

Michael Krol
Assistant Professor of Geology
B.S. (State University of New York at Oneonta); M.S. (Bowling Green State University); Ph.D. (Lehigh University)

Michael John Kryzanek*
Professor of Political Science and Chairperson of the Department of Political Science
B.A. (Marquette University); M.A., Ph.D. (University of Massachusetts at Amherst)

Francis James Lambiase
Associate Professor of Mathematics
A.B. (Stonehill College); M.S. (Clarkson College of Technology)

Mary Lamonica
Assistant Professor of Communication
B.A., M.A. (University of Miami at Coral Gables); Ph.D. (Michigan State University)

Margaret Landman*
Professor of Economics
B.A., M.A., Ph.D. (Brown University)

Kathleen M. Laquale*
Assistant Professor of Physical Education
B.S., Ph.D. (University of Rhode Island); M.S. (Indiana State University)

Rebecca Sonnabend Leavitt†
Professor of Social Work
B.A. (Butler University); M.S.S.S. (Boston University School of Social Work); Ph.D. (Simmons College School of Social Work)

Katherine Lee
Assistant Professor of English
B.A. (Indiana University); M.A., Ph.D. (University of Missouri)

Leora Lev
Associate Professor of Spanish
B.A. (Brandeis University); M.A., Ph.D. (Harvard University)

William Charles Levin*
Professor of Sociology
B.S., M.S. (Boston University); Ph.D. (Northeastern University)

Stephen Mark Levine
Professor of Theatre Arts
B.A. (Moravian College); M.A., Ph.D. (University of Denver)
Joel Peter Litvin*
Professor of Communication
B.A., M.A. (San Francisco State College); Ph.D. (University of Denver)

Arthur E. Lizie, Jr.
Assistant Professor of Communication
B.A. (University of New Hampshire); M.A. (University of Massachusetts at Amherst); Ph.D. (Temple University)

Daniel M. Lomba, Jr.
Assistant Professor of Economics and Chairperson of the Department of Economics
B.S. Ph.D. (Northeastern University)

Howard B. London*
Professor of Sociology and Dean of the School of Arts and Sciences
B.A. (Bowdoin College); M.A., Ph.D. (Boston College)

Rob Lorenson
Assistant Professor of Art
B.F.A. (University of Northern Iowa); M.F.A. (Northern Illinois University)

Torben Steen Lorenzen†
Assistant Professor of Computer Science
B.A. (Bates College); M.S. (University of Connecticut); M.S. (University of North Carolina at Chapel Hill)

Margaret A. Lowe*
Associate Professor of History
B.A. (University of Vermont); M.A., Ph.D. (University of Massachusetts at Amherst)

Beverly B. Lovett*
Assistant Professor of Social Work
B.S. (University of Massachusetts at Amherst); M.S.W. (Simmons College School of Social Work); D.S.W. (Tulane University)

Kim Mac Innis*
Associate Professor of Sociology
B.A. (St. Francis Xavier University); M.S. (Dalhousie University); Ph.D. (Northeastern University)

Robert MacMillan*
Associate Professor of Special Education and Chairperson of the Department of Special Education and Communication Disorders
B.S., M.Ed. (Frostburg State College); M.A. (West Virginia University); Ed.D. (University of Alabama)

Michael Makokian
Associate Professor of Mathematics and Computer Science
B.A. (Rhode Island College); M.A. (Rutgers University)

Patricia Mancini
Assistant Professor of Biological Sciences
B.A. (Douglass College); M.Phil., Ph.D. (Yale University)

Roger Marshall
Professor of Computer Science
B.S. (Indian Institute of Technology, Madras); M.S. (Dalhousie University, Halifax); Ph.D. (University of Nebraska)

Anna Martin-Jearld*
Professor of Social Work
B.A. (Ohio Dominican College); M.S.W., Ph.D. (University of Pittsburgh)

John Marvelle*
Professor of Education and Chairperson of the Department of Elementary and Early Childhood Education
B.A., M.Ed. (Bridgewater State College); Ed.D. (University of Massachusetts at Amherst)

Thomas J. Mickey*
Professor of Communication
B.A. M.A. (Mount Carmel College); M.S. (Boston University); Ph.D. (University of Iowa)

Susan Jane Miskelly
Associate Professor of Communication
B.A. (Towson State College); M.A. (Bowling Green State University)

Maureen B. Moir*
Professor of Education
A.B. (Emmanuel College); M.S., Ph.D. (Boston College)

Brenda Molife
Assistant Professor of Art
B.A. (University of Illinois); M.A. (Art History); M.A. (Library Science), Ph.D. (University of Iowa)

F. Hardy Moore*
Professor of Biological Sciences and Chairperson of the Department of Biological Sciences
B.A. (Denison University); Ph.D. (University of Wisconsin)

Thomas Eugene Moore*
Professor of Mathematics and Computer Science
A.B. (Stonehill College); M.S. (University of Notre Dame)

Nancy Moses*
Professor of Dance
B.S., M.S. (Iowa State University); Ed.D. (Boston University)

Shaheen Mozaffar*
Professor of Political Science
B.A., M.A. (Bowling Green State University); Ph.D. (Miami University)

Atandra Mukhopadhyay
Associate Professor of Foreign Languages and Chairperson of the Department of Foreign Languages
B.A., M.A. (Jadavpur University); B.A. (Jawaharlal Nehru University); M.A. (Indiana State University); Ph.D. (Pennsylvania State University)

Anne Murtagh*
Assistant Professor of Psychology
B.A. (Rutgers College of South Jersey); M.A. (Temple University); M.A., Ph.D. (University of Montana)

* Member of Graduate Faculty
† Fall leave
‡ Spring leave
§ Fall and Spring leave
Michael Murtagh*
Assistant Professor of Psychology
B.S. (James Madison University); M.S. (Villanova University); Ph.D. (University of Montana)

Sandra Neargarder*
Assistant Professor of Psychology
B.S. (Wright State University); M.A., Ph.D. (Vanderbilt University)

John R. Nee
Associate Professor of Mathematics and Computer Science
B.A., M.A. (Northeastern University); M.A. (Boston University)

Gregory D. Nelson*
Associate Professor of Education
B.A. (Rice University); M.A., Ph.D. (University of Washington)

Deborah Nemko
Assistant Professor of Music
B.M. (University of Illinois, Urbana-Champaign); M.M. (Arizona State University); D.M.A. (University of Arizona)

Joanne P. Newcombe*
Professor of Education, Chairperson of the Department of Secondary Education and Professional Programs and Coordinator of Educational Leadership
B.A. (University of Massachusetts at Amherst); M.Ed. (University of Massachusetts at Lowell); Ed.D. (Northeastern University)

Thanh Nguyen*
Assistant Professor of Education
B.A. (University of Massachusetts at Boston); Ed.M., Ed.D. (Harvard University)

Jeffrey P. Nicholas
Assistant Professor of Psychology
B.S. (Salem State College); M.S., Ph.D. (Purdue University)

Carol Nicholeris
Associate Professor of Music
B.A., D.M.A. (Boston University); M.A.T. (Bridgewater State College)

Charles Collins Nickerson*
Professor of English
A.B. (Harvard College); B.Litt., D. Phil. (Oxford University)

Chifuru Noda
Assistant Professor of Chemistry
B.Sc., M.Sc. (Kobe University); Ph.D. (Stanford University)

Mercedes Nunez†
Professor of Art
B.F.A., M.F.A. (University of Miami)

Amos O. Nwosu‡
Professor of Health
B.S. (University of Nigeria); M.S. (University of South Carolina); Ph.D. (Texas Woman’s University)

Orlando Olivares‡
Associate Professor of Psychology
B.S. (Regis University); M.S. (New Mexico Highlands University); Ph.D. (Texas A & M University)

Dorothy Oppenheimer
Associate Professor of Management
B.A. (Boston University); M.B.A. (Boston College); Ph.D. (Northeastern University)

Nancy Owens
Associate Professor of Communication
B.S. (Emerson College); M.A., Ph.D. (Indiana University)

Donald Padgett
Assistant Professor of Biological Sciences
B.S. (Susquehanna University); M.S. Ph.D. (University of New Hampshire)

Glenn Pavlicek*
Professor of Mathematics and Computer Science
Sc.B. (Brown University); M.S., Ph.D. (Northeastern University)

Nancy Paxcia-Bibbins
Associate Professor of Music
B.S. (Indiana University of Pennsylvania); M.A. (University of Iowa); D.A. (Ball State University)

Carolyn Petrosino
Associate Professor of Sociology
B.A. (Howard University); M.S.W., Ph.D. (Rutgers University)

Evelyn L. Pezzulich*
Professor of English and Chairperson of the Department of English
B.A., M.A., D.A. (The Catholic University)

Wayne Richard Phillips*
Professor of Education
B.S. (Bridgewater State College); M.A. (University of Connecticut); Ed.D. (Boston University)

Lois E. Poule
Professor of English
A.B. (Emmanuel College); M.A., Ph.D. (Indiana University)

Gail Price*
Professor of Computer Science
B.S. (Bridgewater State College); M.S. (West Virginia University)

Dorothy May Pulsifer*
Associate Professor of Art
B.S., M.Ed. (University of Massachusetts at Amherst)

Francine Quaglio
Professor of Philosophy
B.A. (Douglass College, Rutgers University); Ph.D. (Drew University)

Richard Wayne Quindley*
Assistant Professor of Mathematics and Chairperson of the Department of Mathematics and Computer Science
A.B., M.S. (Northeastern University)
James W. Quinn
Associate Professor of Theatre Arts
B.F.A. (Boston University School of Fine Arts); M.F.A. (Yale University School of Drama)

Suzanne Ramczyk*
Professor of Theatre Arts
B.A. (San Jose University); M.A., Ph.D. (University of Oregon)

Madhusudana N. Rao*
Associate Professor of Geography
B.Com. (Andhra University); M.Phil., M.A. (Jawaharlal Nehru University); Ph.D. (Kent State University)

Maxine L. Rawlins*
Professor of Education
B.S. (Tufts University); Ph.D., Ed.M. (University of Rochester)

David Bruce Richards*
Professor of Psychology
B.A. (University of Missouri); M.A., Ph.D. (Clark University)

Laurence D. Richards
Professor of Management and Dean of the School of Management and Aviation Science
B.S. (University of Maine); M.S. (University of West Florida); M.B.A. (Mississippi State University); Ph.D. (University of Pennsylvania)

Ellyn M. Robinson*
Assistant Professor of Physical Education
B.S., M.S. (Bridgewater State College); D.P.E. (Springfield College)

Pamela J. Russell*
Assistant Professor of Physical Education
B.S. (University of New Hampshire); M.S. (Washington State University); Ph.D. (University of Maryland at College Park)

Peter J. Saccocia
Associate Professor of Geology and Chairperson of the Department of Earth Sciences and Geography
B.A. (Colby College); M.S., Ph.D. (University of Minnesota)

Sali Sachdev
Assistant Professor of Music
B.A. (Delhi University); M.A. (Northwestern University); M.M. (Ohio University); D.M.A. (University of Miami)

Steven Matthew Sanders
Professor of Philosophy
A.B., M.A. (University of Miami); Ph.D. (University of North Carolina at Chapel Hill)

Abdul Sattar*
Assistant Professor of Mathematics and Computer Science
M.S. (University of Karachi, Pakistan); M.A. (University of Massachusetts at Boston); M.A. (Northeastern University)

Preston Saunders
Assistant Professor of Art
B.F.A. (Shorter College); M.F.A. (Rochester Institute of Technology)

Roya Sayadi
Assistant Professor of Communication Disorders
B.Sc. (Iran University of Medical Sciences); M.A. (Eastern Michigan University); Ph.D. (Michigan State University)

Ignatius Philip Scalisi*
Professor of Mathematics and Computer Science
B.S., M.S. (Northeastern University)

George Serra‡‡
Professor of Political Science
B.A., M.A., Ph.D. (State University of New York at Stony Brook)

Kathleen M. Sevigny*
Professor of Accounting
B.A. (Bates College); M.B.A. (Babson College); M.S.A. (Bentley College)

Henry Shaffer‡
Associate Professor of Theatre Arts
B.A. (Georgetown University); M.F.A. (Carnegie-Mellon University)

Uma Shama*
Professor of Mathematics and Computer Science
B.S., M.S. (Bangalore University); M.S., Ph.D. (University of Connecticut)

Doraiswami Shanmugasundaram
Associate Professor of Biological Sciences
B.S. (Madras University); M.S., Ph.D. (University of Rhode Island)

Kristin E. Shoaf
Assistant Professor of Spanish
B.A. (Mary Washington College); M.A., Ph.D. (The University of Georgia)

Mary E. Shorey*
Associate Professor of Education
B.S. (University of Maine); M.Ed. (Utah State University); Ph.D. (The Ohio State University)

Peter Sietins
Assistant Professor of Management
B.S. (Bridgewater State College); M.S. (Northeastern University); M.B.A. (Bentley College)

Lidia Silveira*
Professor of Special Education
B.S., M.Ed. (Boston State College); M.A. (Brown University); Ed.D. (Boston University)

Harold Silverman*
Professor of Management
B.A. (Bates College); J.D., LL.M. (Boston University Law School); C.P.A.

Philip Thomas Silvia, Jr.*
Professor of History
B.A. (Providence College); M.A., Ph.D. (Fordham University)

* Member of Graduate Faculty
‡ Fall leave
‡‡ Spring leave
†† Spring and Fall leave
Aeon Skoble
Assistant Professor of Philosophy
B.A. (University of Pennsylvania); M.A., Ph.D. (Temple University)

Michael C. Sloan†
Assistant Professor of Aviation Science
B.A. (Queens College/CUNY); M.A. (New York University) ATP, CT II

Stephen Francis Smalley‡
Professor of Art
B.S. (Massachusetts College of Art); M.Ed. (Boston State College);
D.Ed. (Pennsylvania State University)

Jadwiga S. Smith*
Professor of English
Bol. (Beirut XI Lyceum); M.A. (Jagiellonian University); Ph.D. (Duquesne University)

William S. Smith*
Professor of English
B.S., M.A. (Appalachian State University); Ph.D. (Duquesne University)

Margaret L. Snook
Professor of Foreign Languages
B.S. (Southern Connecticut State University); M.A., Ph.D. (University of Illinois at Urbana-Champaign)

Beatrice St. Laurent
Assistant Professor of Art
B.A., M.A. (University of Massachusetts at Amherst); M.A., Ph.D. (Harvard University)

Julia Stakhneovich
Assistant Professor of Foreign Languages
M.A. (Lenin Moscow Teaching Training University); Ph.D. (The University of Mississippi)

Joseph V. Stanford*
Professor of Accounting and Finance
A.B. (Boston College); L.L.B. (Boston College Law School);
M.B.A. (Anna Maria College)

Judith McNutt Stanton
Professor of English
B.A., M.A. (University of Maine); Ph.D. (Boston College)

Frank Sterrett*
Professor of Management
B.S. (Moravian College); M.B.A. (Rensselaer Polytechnic Institute);
D.B.A. (Boston University)

Jean Frances Stonehouse*
Professor of History and Chairperson of the Department of History
B.A. (Bridgewater State College); M.A. (Boston University)

Nancy Lynch Street*

* Member of Graduate Faculty
† Fall leave
‡ Spring leave
†† Fall and Spring leave

Professor of Communication
B.A. (University of North Carolina); M.A., Ph.D. (University of Colorado)

Jacek Kazimierz Sulanowski†
Professor of Geology
B.Sc., M.Sc. (Wayne State University); Ph.D. (University of Chicago)

Robert Francis Sutherland‡
Professor of Mathematics and Computer Science
A.B. (Stonehill College); M.S. (University of Missouri at Kansas City)

Robert Sylvester*
Assistant Professor of Education
B.Sc. (Salem State College); M.Ed. (Bridgewater State College); Ph.D. (University of Bath)

Philip D. Tabakow‡
Associate Professor of English
B.A., M.A. (University of Cincinnati); Ph.D. (University of Denver)

Gerald Joseph Thornell*
Professor of Education
B.A. (Curry College); M.S. (Central Connecticut College); D.Ed. (Boston College)

Wing-Kai To*
Associate Professor of History
B.A., M.Phil. (Chinese University of Hong Kong); Ph.D. (University of California at Davis)

Susan Ann Todd*
Professor of Psychology
B.A., Ph.D. (Vanderbilt University)

Lee C. Torda
Assistant Professor of English
B.A. (Ohio University); M.A. (University of Maine); Ph.D. (University of North Carolina at Greensboro)

Thomas Reed Turner*
Professor of History
B.A., A.M., Ph.D. (Boston University)

Delija Joana Valiukenas*
Professor of English
B.A. (Hunter College); Ph.D. (Brown University)

Kathleen Vejvoda
Assistant Professor of English
B.A. (University of Massachusetts at Boston); M.A., Ph.D. (The University of Texas at Austin)

Ranjit Vohra
Professor of Economics
B.A. (University of Delhi), M.A. (Punjab University) M.S., Ph.D. (University of Connecticut)

Jerald Walker
Assistant Professor of English
B.A., M.F.A., Ph.D. (The University of Iowa)
Sandra A. Whelan*
Professor of Biological Sciences
B.S. (University of Massachusetts at Dartmouth); Ph.D. (University of Connecticut)

Jeffrey J. Williams*
Associate Professor of Physics and Chairperson of the Department of Physics
B.Sc. (Massachusetts College of Liberal Arts); Ph.D. (Clark University)

Nancy L. Witherell*
Associate Professor of Education
B.A. (University of Massachusetts Dartmouth); M.Ed. (University of Maryland); Ed.D. (University of Massachusetts at Lowell)

Alfred Young Wolff, Jr.*
Professor of History
A.B. (College of William and Mary); M.A., Ph.D. (University of Virginia)

Robert Wolk
Assistant Professor of Management
B.A. (Long Island University); M.B.A. (Suffolk University)

Catherine Womack
Assistant Professor of Philosophy
B.A. (University of South Carolina); Ph.D. (Massachusetts Institute of Technology)

Lynne R. Yeamans
Assistant Professor of Education
B.S. (Bridgewater State College); M.S.P.E. (Smith College); Ed.D. (Harvard University)

Joseph Anthony Yeskewicz
Associate Professor of Health and Physical Education
B.S. (Springfield College); M.Ed. (University of Massachusetts at Amherst)

Steven G. Young
Assistant Professor of Music and Chairperson of the Department of Music
B. Mus. (Barrington College); M.Mus. (New England Conservatory of Music); D.M.A. (Boston University School of Arts)

Raymond John ZuWallack*
Professor of Education
B.A. (University of Connecticut); M.S. (Southern Connecticut State College); Ed.D. (Clark University)

* Member of Graduate Faculty
† Fall leave
‡ Spring leave
+++ Fall and Spring leave
Librarians

Michael Somers
Director of Libraries
B.A. (Oakland University); M.A. (Purdue University); M.A. (Purdue University); M.L.S. (University of Michigan)

S. Mabell Bates
Associate Librarian
Archives/Special Collections
S.B. (Simmons College); M.Ed. (Bridgewater State College)

Christine Brown
Assistant Librarian
Educational Resources Center
B.A. (State University of New York at Stony Brook); M. Ed. (Fitchburg State College); M.S.I.S. (Simmons College)

Sheau-Hwang Chang
Librarian
Archives/Special Collections
M.L.S. (University of Alabama); M.S. (Bridgewater State College)

Janet Essency
Assistant Librarian
Collection Development
B.A. (McGill University); M.A. (The University of Chicago)

Kendra St. Aubin
Associate Librarian
Collection Development
B.A. (Macalester College); M.A. (Farleigh Dickinson University); M.A. (University of Denver)

Cynthia J. W. Svoboda
Associate Librarian
Reference
B.A. (Bridgewater State College); M.L.I.S. (University of Rhode Island)

Shu-Chen Tu
Senior Librarian
Cataloging
B.A. (National Taiwan University); M.S.L.S. (University of North Carolina at Chapel Hill); M.L.A. (Harvard University)
## Emeritus Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Institution</th>
<th>Degrees and Affiliations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walter Adamson</td>
<td>Professor of Political Science, 1972-1985</td>
<td>B.A., M.A. in Ed. (New York University); M.A., Ph.D. (Fletcher School of Law and Diplomacy)</td>
</tr>
<tr>
<td>Marcia Jane Anderson</td>
<td>Professor of English, 1968-2001</td>
<td>B.A. (University of Rochester); M.A., Ph.D. (Brandeis University)</td>
</tr>
<tr>
<td>Stanley Stephan Antoniotti</td>
<td>Associate Professor of Economics</td>
<td>B.A. (Marietta College); M.A. (Lehigh University)</td>
</tr>
<tr>
<td>Donald B. Armfield</td>
<td>Professor of Sociology</td>
<td>B.A. (City College of New York); M.A., Ph.D. (Harvard University)</td>
</tr>
<tr>
<td>Robert Charles Arruda</td>
<td>Professor of Foreign Languages, 1963-1997</td>
<td>A.B. (Brown University); B.S. (Georgetown University); M.A.T. (Brown University); M.A., D.M.L. (Middlebury College)</td>
</tr>
<tr>
<td>Maxine Marie Asselin</td>
<td>Professor of Music, 1973-2000</td>
<td>B.M. (Eastman School of Music); M.M. (Manhattan School of Music); Ph.D. (University of Connecticut)</td>
</tr>
<tr>
<td>Robert Jackson Barnett</td>
<td>Professor of Speech Communication and Theatre Arts, 1957-1984</td>
<td>A.B. (Juniata College); M.A. (Pennsylvania State University)</td>
</tr>
<tr>
<td>Marilyn White Barry</td>
<td>Professor of Special Education and Dean of the Graduate School, 1974-1998</td>
<td>B.S. (Bridgewater State College); M.Ed., Ed.D. (Boston University)</td>
</tr>
<tr>
<td>Robert Joseph Bent</td>
<td>Professor of Mathematics and Computer Science, 1963-1996</td>
<td>B.S. (Boston College); M.Ed. (Boston State College); M.A. (San Diego State College)</td>
</tr>
<tr>
<td>Robert Francis Boutilier</td>
<td>Professor of Geology, 1965-2000</td>
<td>A.B., M.A., Ph.D. (Boston University)</td>
</tr>
<tr>
<td>Milton Lorimer Boyle, Jr.</td>
<td>Professor of Philosophy and Religious Studies, 1971-1991</td>
<td>A.B. (Harvard University); M.Div. (Andover Newton Theological School); Ph.D. (Boston University)</td>
</tr>
<tr>
<td>James Robert Brennan</td>
<td>Professor of Botany, 1961-1998</td>
<td>B.S., M.S. (Virginia Polytechnic Institute); Ph.D. (University of Maryland)</td>
</tr>
<tr>
<td>Robert Allen Briggs</td>
<td>Associate Professor of Foreign Languages, 1962-1998</td>
<td>B.A., M.A. (Boston University)</td>
</tr>
<tr>
<td>Sandra L. Briggs</td>
<td>Professor of Communication Disorders/Clinical Supervisor, 1983-2000</td>
<td>B.S. (Lewis and Clark College); M.S. (Oregon College of Education); Ph.D. (University of Kansas Medical Center)</td>
</tr>
<tr>
<td>Aida Maria Bruns</td>
<td>Associate Professor of Social Work, 1985-1992</td>
<td>B.A. (Hunter College); M.S.W. (Smith College)</td>
</tr>
<tr>
<td>Richard Frank Calusdian</td>
<td>Professor of Physics, 1966-1999</td>
<td>B.A. (Harvard College); M.S. (University of New Hampshire); Ph.D. (Boston University)</td>
</tr>
<tr>
<td>Edgar T. Canty</td>
<td>Assistant Professor of Information Systems Management, 1984-1997</td>
<td>B.S. (University of Massachusetts at Amherst); M.S. (Purdue University)</td>
</tr>
<tr>
<td>David Ross Cheney</td>
<td>Professor of Philosophy, 1970-2001</td>
<td>B.A. (Arizona State University); Ph.D. (University of Miami)</td>
</tr>
<tr>
<td>Wilmon Blackmar Chipman</td>
<td>Professor of Chemistry, 1965-1997</td>
<td>B.A. (Harvard University); A.M. (Dartmouth College); Ph.D. (University of Illinois)</td>
</tr>
<tr>
<td>Drake Colin Chisholm</td>
<td>Professor of Psychology, 1971-2002</td>
<td>B.A., M.A., Ph.D. (University of Massachusetts at Amherst)</td>
</tr>
<tr>
<td>Elizabeth Cirino</td>
<td>Professor of Zoology, 1952-1980</td>
<td>B.S. (Bridgewater State College); A.M., Ph.D. (Boston University)</td>
</tr>
<tr>
<td>Guy Chandler Clifford</td>
<td>Professor of Political Science, 1967-1996</td>
<td>B.S. (Tufts College); M.A., Ph.D. (University of Massachusetts at Amherst)</td>
</tr>
<tr>
<td>Ann Oldham Coakley</td>
<td>Assistant Professor of Physical Education, 1959-1989</td>
<td>B.S. (Boston University, Sargent College); M.Ed. (University of North Carolina)</td>
</tr>
<tr>
<td>William Cole</td>
<td>Professor of History, 1959-1991</td>
<td>A.B. (University of Massachusetts); M.A., Ph.D. (Boston University)</td>
</tr>
<tr>
<td>Catherine Evelyn Comeau</td>
<td>Professor of Physical Education, 1952-1962; 1970-1984</td>
<td>B.S. (Boston University, Sargent College); M.A. (Columbia University); Ed.D. (Boston University)</td>
</tr>
</tbody>
</table>
Maureen Connelly
Associate Professor of English, 1983-2000
B.A. (Regis College); M.A. (Boston College)

Anthony Charles Cotugno
Associate Professor of Spanish, 1966-1991
B.S. (Northeastern University); M.Ed. (Boston State College);
M.A. (Boston College)

Carolyn A. Cramer
Professor of Physical Education, 1977-2002
B.A. (University of Iowa); M.S. (Drake University); Ph.D. (Ohio State University)

Henry Owen Daley, Jr.
Professor of Chemistry, 1964-1999
B.S. (Bridgewater State College); Ph.D. (Boston College)

Robert Alphonse Daniel
Professor of Education, 1959-1989
A.B. (Howard University); M.A. (University of Iowa); Ed.D. (Pennsylvania State University)

John Peter Deasy
Professor of Education, 1963-1993
A.B. (Providence College); Ed.M., Ed.D. (Boston University)

Judith Ann Deckers
Associate Professor of Education, 1972-2002
B.S. (Worcester State College); M.Ed. (Boston University)

David Paul Deep
Instructor of Health and Physical Education and Vice President, Student Services, 1963-1989
B.S. (University of Bridgeport); M.S. (Springfield College);
C.A.G.S. (Northeastern University)

Joseph DeRocco
Professor of English, 1958-1992
A.B. (Columbia College); M.A., Ph.D. (Columbia University)

Vincent James DiNardo
Professor of Education and Executive Vice President, 1957-1983
B.S. (Bridgewater State College); Ed.M., Ed.D. (Boston University)

Gerald Joseph Doiron
Professor of History, 1959-1997
B.A. (University of Maine); M.A. (University of Rhode Island);
Ph.D. (Boston University)

Diana Draheim
Professor of Education, 1973-1996
A.B. (College of the Holy Names); M.S. (California State College);
D.Ed. (Boston University)

Paul E. Dubois
Professor of Physical Education, 1977-2002
B.S. (Springfield College); M.A., M.A., Ph.D. (Stanford University)

Lee Anne Dunne
Professor of Theatre Arts, 1967-1995
B.S. (Northwestern University); M.A. (Hunter College)

Charles England
Assistant Professor of Management, 1984-1992
B.B.A. (Northeastern University); M.B.A. (Hunter College)

Warren David Englund
Associate Professor of Education, 1963-1997
B.A. (Simpson College); M.S. (Drake University)

Henry Joseph Fanning, Jr.
Assistant Professor of Education 1963-1998, Director of Admissions
1968-1978, Acting Director, Division of Continuing Education 1975-1978,
Dean of Academic Division (Continuing Ed.), 1978-1990, Dean of Academic Administration 1990-1998
B.S. (Boston College); M.Ed. (Bridgewater State College); C.A.G.S. (Boston University); Ed.D. (Clark University)

Dorothy Rose Ferry
Associate Professor of Music, 1958-1990
B.Mus., M.Mus.Ed. (Boston University)

Genevieve A. Fitzpatrick, R.N.
Professor of Health, 1981-1996
B.S. (Boston College School of Nursing); M.S. (Boston College Graduate School of Arts and Sciences); R.N. (Diploma: Massachusetts General Hospital School of Nursing); Ph.D. (Boston University); A.R.N.P. (Advanced Registered Nurse Practitioner)

Ruth Fitzpatrick
Associate Professor of Education, 1982-1998
B.S., M.Ed. (Bridgewater State College)

Ira Ellsworth Furlong
Professor of Geology, 1960-1996
A.B., M.A., Ph.D. (Boston University)

Vincent Harold Gannon
Associate Professor of Music, 1959-1989
B.S. (Boston University); A.M.T. (Harvard University)

Olive Lee Gates
Instructor of Library Science, 1960-1974
A.B. (Radcliffe College); B.S. in L.S. (University of North Carolina)

Lydia Gerhardt
Professor of Education, Martha M. Barnell School, 1987-1997
B.S. (Pennsylvania State University); M.S. (University of Wisconsin); Ed.D. (New York University)

Joseph Matthew Giannini
Associate Professor of Foreign Languages, 1963-1989
A.B., A.M. (Boston University)

Burton David Goldman
Associate Professor of Education, 1970-1989
B.S., M.Ed. (Bridgewater State College); Ed.D. (Boston University)

Herbert Jerome Greenwald
Professor of Psychology, 1969-1998
B.S., B.A., M.A. (Columbia University); M.S. (Long Island University); Ph.D (Columbia University)
Stanley Hamilton
Professor of Foreign Languages, 1974-2003
B.A. (DePauw University); M.S. (Indiana State University); Ph.D. (University of Michigan)

Ray Grant Harper
Professor of Education, 1973-1996
B.S.Ed. (Drake University); M.A., Ph.D. (University of Iowa)

Pauline Harrington
Professor of Political Science, 1980-2001
B.A. (Wellesley College); M.P.A. (Northeastern University); J.D. (Suffolk University)

Marjorie Elizabeth Hayward
Associate Professor of Music, 1956-1972
B.Mus. (New England Conservatory of Music); M.Ed. (Bridgewater State College)

Grace Healy
Professor of Physics, 1983-1997
B.A. (Regis College); M.A. (Catholic University of America); Ed.D. (Boston University)

Jane Herrick
Professor of History, 1957-1987
A.B. (College of St. Teresa); M.A., Ph.D. (The Catholic University of America)

Walter Milton Hewitson
Professor of Botany, 1969-1999
A.B. (Miami University); M.S. (Cornell University); Ph.D. (State University of New York at Buffalo)

Frank Joseph Hilferty
Professor of Botany, 1954-1963; Commonwealth Professor of Botany, 1963-1981; Director of the Division of Natural Sciences and Mathematics, 1964-1978; Dean of the Graduate School, 1965-1981
B.S. (Bridgewater State College); Ph.D. (Cornell University)

Cheryl Hitchings
Associate Professor of Physical Education, 1986-2002
B.S. (University of Massachusetts at Amherst); M.A. (University of South Carolina)

Virginia Lee Hogg
Professor of Health, 1968-1997
B.S., M.Ed. (Bridgewater State College); Ed.D. (Boston University)

Elizabeth Hollis
Associate Professor of Psychology, 1944-1979
B.S. (Boston University); M.A. (Columbia University)

Dorothy Esther Howard
Professor of Social Work, 1978-1993
B.L.S. (Boston University Metropolitan College); M.S.W. (Boston University School of Social Work); Ph.D. (Boston University)

Helen Louise Hulsman
Associate Professor of Education, Martha M. Burnell School, 1948-1967
B.S. (Bridgewater State College); Ed.M. (Boston University)

Stephanie Olga Husek
Professor of History, 1956-1974
A.B. (Seton Hall College); Ph.D. (Charles University, Prague)

Ian Haviland Johnstone
Professor of Music, 1972-1998
B.Mus. (Mount Allison University); Mus.M. (University of Redlands); A.Mus.Doc. (University of Oregon)

Martha Drinkwater Jones
Assistant Professor of Education and Associate Dean, Student Affairs, 1966-2002
B.S. (Bridgewater State College), M.Ed., (Bridgewater State College); D.Ed. (Boston College)

Margaret Therese Joyce
Assistant Professor of Education, 1965-1998
B.S., M.Ed. (Bridgewater State College)

Wayne Maurice Judah-Tschudi
Professor of French, 1967-1981
A.B., M.A., Ph.D. (Indiana University)

Peter Karavites
Professor of History, 1978-1999
M.A. (University of Chicago); Ph.D. (Loyola University)

Donald Lundeen Keay
Professor of History, 1963-1993
B.S. (Bridgewater State College); M.A.T. (Harvard University); Ph.D. (Boston University)

Ulysses Grant Keener
Professor of English, 1970-1996
B.A. (Columbia College); M.A., Ph.D. (Columbia University)

Paul Francis Kelley
Associate Professor of Education, 1964-1990
B.S., M.Ed. (Bridgewater State College)

David Kemple
Associate Professor of Social Work, 1985-2000
B.S. (University of Scranton); M.S.W. (Florida State University); M.S., Ph.D. (University of Pittsburgh)

Thomas Allan Knudson
Professor of Physical Education, 1966-1998
B.S. (Wisconsin State College at LaCrosse); M.S., D.P.E. (Springfield College)

Margery Ann Kranyik
Professor of Education, 1973-2000
B.S., M.S. (Western Connecticut State College); Ed.D. (Boston University)

Shirley Jane Krasinski
Professor of Physical Education, 1964-1996
B.S. (University of Connecticut), M.S. (University of Massachusetts at Amherst)

William C. Kvaraceus
Professor of Education, 1977-1979
B.S. (Boston College); Ed.M., Ed.D. (Harvard University)
Alan Lander
Professor of Instructional Media, 1972-1992
B.S., M.Ed. (Bridgewater State College); Ed.D. (Boston University)

Thomas S. Lee
Assistant Professor of Instructional Media, 1965-1973, 1982-1997
B.S. (Bridgewater State College); M.Ed. (Syracuse University)

Harry August Lehmann
Associate Professor of Physical Education, 1957-1987
B.S., M.Ed. (Springfield College)

Robert Elwood Lemos
Associate Professor of Mathematics and Computer Science, 1963-1988
B.S. (Bridgewater State College); Ed.M. (Harvard University)

John H. Lerch
Professor of Speech Communication, 1982-1984
B.A. (Stanford University); M.A., Ph.D. (Ohio State University)

Jacob Liberles
Professor of Music, 1967-1997
B.S. (Lowell State College); M.A. (Bennington College); D.M.A. (Boston University)

Joseph John Liggera
Professor of English, 1972-1998
B.A. (New York University); M.A., Ph.D. (Tufts University)

Dennis Leo Lythgoe
Professor of History, 1963-1989
B.A., M.A., Ph.D. (University of Utah)

Emanuel Maier
Professor of Geography, 1963-1985
A.B., M.E.S (City College of New York), Ph.D. (New York University); Ph.D. (Clark University)

Henry Myron Mailloux
Associate Professor of Mathematics and Computer Science, 1956-1987
B.S. (Fordham University); M.A. (Columbia University)

Betty Reid Mandell
Professor of Social Work, 1981-1994
B.S. (Colorado State University); M.A. (Columbia University); M.S.W. (Columbia University School of Social Work)

Vahe Mardiros Marganian
Professor of Chemistry, 1969-2001
B.S. (San Francisco State College); M.S., Ph.D. (Clemson University)

Carolyn Markuson
Assistant Professor of Education, 1996-1998
B.S. (Ohio State); M.L.S. (Rutgers University); Ed.D. (Boston University)

Peter Mazzaferrro
Associate Professor of Education, 1966-2000
B.A. (Centre College); M.Ed. (Springfield College)

Leo Joseph McGuirk
Associate Professor of Education, 1971-1998
B.A. (University of Massachusetts at Amherst); M.Ed. (Bridgewater State College); Ph.D. (Boston College)

Nancy L. Meymand
Professor of Sociology, 1982-1997
B.A., M.A. (Boston University); Ph.D. (Boston College)

Cora A. Miller
Assistant Professor of Theatre Arts (Dance), 1971-1984
A.B., M.S. (University of West Virginia)

Lawrence Bronislaw Mish
Professor of Botany, 1959-1985
A.B. (University of Connecticut); A.M., Ph.D. (Harvard University)

Robert Leon Mogilnicki
Professor of Education, 1973-1995
B.Mus. (New England Conservatory of Music); M. Mus, Ed.D. (Boston University)

Walter Arthur Morin
Professor of Zoology, 1951-1998
A.B. (Merrimack College); M.S. (Boston College); Ph.D. (Clark University)

Florian A. Muckenthaler
Professor of Zoology, 1971-2000
B.S. (Spring Hill College); Ph.D. (The Catholic University of America)

Francis E. Murphy
Assistant Professor of Instructional Media, 1980-1984
B.S., M.S., Ed.D. (Boston University)

William J. Murphy
Professor of Education, Special Education and Communication Disorders, 1977-2002
B.S. (Bridgewater State College); M.S.Ed., Ed.D. (Indiana University)

John Fordyce Myers
Professor of History, 1968-1994
A.B. (Bates College); A.M. (Boston University)

Marian Emma Nelson
Associate Professor of Education, 1962-1996
B.S., M.Ed. (Bridgewater State College)

Richard Arthur Neubauer
Assistant Professor of Library Science, 1970-1996
B.S. (Clarion State College); M.L.S. (State University of New York at Geneseo)

Mary Noel
Associate Professor of History, 1964-1973
A.B. (Radcliffe College); M.A., Ph.D. (Columbia University)

Chester Nowak
Professor of History, 1973-1995
A.B., M.A., Ph.D. (Boston University)
Lucille O'Connell
Professor of History, 1969-1998
B.A. (Brooklyn College); Ph.D. (New York University)

Arthur Carlisle Oien
Associate Professor of History, 1963-1991
B.A. (Carthage College); M.S.Ed. (Old Dominion University)

Joseph Michael Pagano
Assistant Professor of Chemistry, 1959-1997
B.S. (Massachusetts Institute of Technology); M.S. (Boston College)

Sara L. Pheeney
Professor of Education, 1977-2002
B.S. (Simmons College); M.Ed. (Northeastern University)

Patricia Ann Phillips
Professor of Health and Physical Education, 1958-1991
B.S. (Bridgewater State College); M.Ed., Ed.D. (Boston University)

Barbara Freeman Poe-Sepp
Assistant Professor of Education, Martha M. Burnell School, 1947-1983
B.S., M.Ed. (Bridgewater State College)

Jean M. Prendergast
Professor of Mathematics, 1983-1997
B.S. (Bridgewater State College); M.A. (Boston College); Ph.D. (Boston University)

Paul Willis Prescott
B.S. (University of Maine, Gorham); M.Ed. (Boston University);
C.A.G.S., Ed.D. (Boston College)

Christina Pollak Reordan
Assistant Professor of Foreign Languages, 1968-1985
B.S. (University of Munich); M.A. (Fordham University)

Charles C. Robinson
Professor of Education, 1980-2002
B.A. (King's College); M.S. (University of Bridgeport); Ed.D. (East Texas State University)

Maurice J. Rotstein
Professor of History, 1964-1976
B.S. (City College of New York); M.A., Ph.D. (New York University)

Ellen B. Rucker
Instructor of Education, Martha M. Burnell School, 1958-1975
B.S. (Hyannis State Teachers College); M.Ed. (Bridgewater State College)

Marjorie Atwood Rugen
Instructor of Physical Education, 1965-1985
B.S. (Boston University, Sargent College); M.A. (New York University)

Henry Joseph Santos
Professor of Music, 1971-1999
B.Mus., M.Mus. (Boston University)

Louis Schippers
Professor of Psychology, 1965-2003
B.A. (Phillips University); M.Div. (Texas Christian University); Ph.D. (Boston University)

James Rudolph Scroggs
Professor of Psychology, 1967-1997
A.B. (Northeastern University); B.D. (Harvard Divinity School); Ph.D. (Boston University)

George Costas Sethares
Professor of Mathematics and Computer Science, 1973-2003
B.Mus. (Boston University); M.A. (University of Massachusetts at Amherst); Ph.D. (Harvard University)

Frederick N. Sheppard
Professor of Management, 1983-2002
B.B.A. (Clark University); M.B.A. (Wharton School, University of Pennsylvania)

Donald Clayton Simpson
Assistant Professor of Mathematics and Computer Science, 1967-1998
B.Ed. (Keene State College); M.S. (Clarkson College of Technology); M.A. (Rutgers State University)

Johanne Marie Smith
Professor of Physical Education, 1966-1991
B.S. (East Stroudsburg State College); M.S. (University of Illinois)

Margaret Borden Souza
Professor of Chemistry, 1960-1998
B.S. (Bridgewater State College); M.S. (Boston College)

Benjamin Arthur Spence
Professor of History, 1962-1996
B.S. (Bridgewater State College); M.S., Ph.D. (University of Wisconsin)

Doris Margaret Sprague
Associate Professor of Education and Principal, Martha M. Burnell School, 1946-1973
B.S., M.Ed. (Bridgewater State College)

Reed Francis Stewart
Professor of Anthropology and Geography and Chairperson of the Department of Earth Sciences and Geography, 1970-1998
B.A. (Amherst College); M.A., Ph.D. (Clark University)

David L. Sudhalter
Professor of Political Science, 1986-1998
B.A. (University of Massachusetts at Amherst); M.A., Ph.D. (Boston University)

Louis J. Taris
Professor of Education, Martha M. Burnell School, 1983-1993

Marjorie Teitelbaum
Assistant Professor of Education, Martha M. Burnell School, 1970-1993
A.B. (Wellesley College); M.Ed. (Bridgewater State College)
Abraham Vazhayil Thomas  
Professor of Sociology, 1967-2003  
B.A., M.A. (University of Madras, India); S.T.M. (Union Theological Seminary); Th.D. (Boston University)

Mary Lou Thornburg  
Professor of Health and Physical Education, 1964-1997; Acting Dean of the School of Education and Allied Studies, 1997-1999  
B.S. (University of Wisconsin at LaCrosse); M.S. (University of North Carolina at Greensboro); Ph.D. (University of Iowa)

Adrian Tinsley  
President Emeritus, 1989-2002  
A.B. (Bryn Mawr College); M.S. (University of Washington); Ph.D. (Cornell University)

Paula Marion Vadeboncoeur  
Professor of English, 1970-1994  
A.B. (Merrimack College); M.A. (Boston College); Ph.D. (University of Wisconsin - Madison)

Barbara Heidelauf Ward  
Professor of Foreign Languages, 1964-2000  
A.B. (Oberlin College); M.Ed. (Rutgers University); Ph.D. (Boston College)

Robert Francis Ward  
Professor of Art, 1969-2002  
B.S. (Bridgewater State College); Ed.M. (Boston University); Ph.D. (Boston College)

Richard Jonathan Warpe  
Professor of Theatre Arts, 1968-1994  
B.S., M.A., Ph.D. (Ohio State University)

Eugenia Gladys Watson  
Assistant Professor of Education, Martha M. Burnell School, 1968-1983  
B.S. in Ed. (A&T Technical College of North Carolina); M.Ed. (Bridgewater State College)

George Alexander Weygand  
Professor of Physics, 1958-1999  
B.S., M.Ed. (Bridgewater State College); Ed.D. (Harvard University)

Kenneth A. Wolkon  
Professor of Psychology, 1984-2003  
B.A. (Brandeis University); M.Ed. (Springfield College); Ph.D. (Boston College)

Charles Thomas Wolpert  
Assistant Professor of Education, 1971-1999  
B.S. (Mount Union College); Ed.M. (University of New Hampshire)

Clifford Arthur Wood  
Professor of English, 1969-2002  
B.S. (Bridgewater State College); M.A.T. (Brown University); Ed.D. (Harvard University)

Dorothy Ellsworth Wood  
Associate Professor of Elementary Education, 1950-1978  
B.S., M.Ed. (Bridgewater State College)
Index

A

Academic Calendar ..................... 4
Academic Advising .................... 12
Academic Achievement Center .... 12
Academic Assistance Services ...... 12
Academic Average .................... 60
Academic Department Directory .. 379
Academic Dismissal (Graduate) .. 60
Academic Experience ................. 11
Academic Integrity .................... 48
Academic Policies
   Undergraduate ..................... 45
   Graduate ........................ 60
Academic Probation
   Undergraduate ..................... 47
   Graduate ........................ 60
Academic Programs
   Undergraduate .................... 9, 35, 68, 139
   Graduate ........................ 10, 54, 140
Academic Progress ................... 32, 48, 61
Academic Separation
   Undergraduate ..................... 47
   Graduate ........................ 60
Academic Standing
   Undergraduate ..................... 47
   Graduate ........................ 60
Academic Year ......................... 4
Accelerated Post Baccalaureate
Programs (APB) ...................... 171
Accounting ........................ 187
Accounting and Finance,
   Department of .................... 187
Accreditation ......................... Inside back cover
Administrative and Other College
Offices ............................. 375
Admissions
   Undergraduate ..................... 17
   Graduate ........................ 56
Adult Education ...................... 212
Advanced Placement Program ..... 22
Advanced Standing ................... 21
Affirmative Action Policy .......... 6
Airport Management ................ 192
Alumni Scholarships ................. 33
American Studies Minor .......... 201
Anthropology ......................... 133
APB (Post Baccalaureate
Program) ........................... 171

B

Bachelor's Degree ..................... 35, 68
Billing and Fee Payment ............ 24
Biochemistry Minor .................. 81
Biological Sciences,
   Department of .................... 74
Board of Trustees .................... 373
Business Programs
   (see Department of Management) ... 196

C

Calendar ............................... 4
Canadian Studies Minor .......... 202
CAPS (College Academic
Program Sharing) .................. 15
Certificate of Advanced
   Graduate Study (CAGS) ...... 55, 66
CAGS in Education ................ 144
Certificate Programs
   Undergraduate ..................... 56
   Graduate ........................ 56
   Change of Concentration ...... 52
   Change of Grade
      Undergraduate ................ 47
      Graduate .................... 60
   Change of Major (Undergraduate) 51
   Change of Minor ................. 52
   Change of Program (Graduate) .. 60
   Chemical Sciences,
      Department of ................... 79
   Chemistry/Geology .......... 81, 90, 202
   Children's Center .............. 16
   Chinese .......................... 298

Classification ......................... 50
CLEP (College Level Examination
Program) ............................ 22
College Entrance Examination
   Board Tests ..................... 18
Commencement Ceremony ........... 45
Commonwealth Honors .............. 42
Commonwealth Transfer
   Compact .......................... 19
Communication Disorders .......... 183
Communication Studies and Theatre
   Arts, Department of ............ 82
Compliance Policies, College ...... 6
Comprehensive Examination
   (Graduate) ....................... 64
Computer Science .................... 109
Concentrations ....................... 36
Conduct ............................... 48
Confidentiality of Student
   Records ........................ 6
Consortia (see Cross-Registration)
Contents, Table of ................... 2
Continuing Education ............... 54
Counseling Programs ................. 173
Course Audit ........................ 46, 50
Course Charges
   Daytime .......................... 24
   Evening .......................... 24
   In State .......................... 26
   Out of State ..................... 27
   Course Drop/Add ................. 50, 63
   Course Descriptions .......... 209
   Course Loads
      Undergraduate ................. 50
      Graduate .................... 61
   Course Numbering System ....... 209
   Course Numbering, Former ..... 209
   Course Prefix Key ............... 210
   Course Withdrawal ............. 51
   Credit by Examination .......... 52
   Credit, Undergraduate and
      Graduate ..................... 61
   Credit, Transfer of
      Undergraduate ................. 52
      Graduate .................... 61
   Criminal Justice Program ...... 133
   Cross-listed Courses .......... 209
   Cross-Registration ............. 15
<table>
<thead>
<tr>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
</tr>
<tr>
<td>Teacher Licensure</td>
</tr>
<tr>
<td>Teacher Preparation Program</td>
</tr>
<tr>
<td>Technology Center</td>
</tr>
<tr>
<td>Theatre Arts</td>
</tr>
<tr>
<td>Thesis</td>
</tr>
<tr>
<td>Transfer of Credit after Admission</td>
</tr>
<tr>
<td>Undergraduate Transfer Admissions</td>
</tr>
<tr>
<td>Graduate Transfer Admissions</td>
</tr>
<tr>
<td>Transfer Students</td>
</tr>
<tr>
<td>Transportation Concentration</td>
</tr>
<tr>
<td>Trustees, Board of</td>
</tr>
<tr>
<td>Tuition and Fees</td>
</tr>
<tr>
<td>Tuition and Fees Summary</td>
</tr>
<tr>
<td>Tuition Management Plan</td>
</tr>
<tr>
<td>Study Tours</td>
</tr>
<tr>
<td>Studying and Research Services</td>
</tr>
<tr>
<td>U</td>
</tr>
<tr>
<td>Undergraduate Programs</td>
</tr>
<tr>
<td>Urban Affairs Minor</td>
</tr>
<tr>
<td>Warning Notices</td>
</tr>
<tr>
<td>Work Study Program</td>
</tr>
<tr>
<td>Writing Concentration</td>
</tr>
<tr>
<td>Writing Studio</td>
</tr>
<tr>
<td>V</td>
</tr>
<tr>
<td>Veteran's Affairs</td>
</tr>
<tr>
<td>Voter Registration Act</td>
</tr>
<tr>
<td>W</td>
</tr>
<tr>
<td>Work Study Program</td>
</tr>
<tr>
<td>Writing Concentration</td>
</tr>
<tr>
<td>Writing Studio</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
</tr>
<tr>
<td>Senior Citizens</td>
</tr>
<tr>
<td>Semester Notations</td>
</tr>
<tr>
<td>Services to Students</td>
</tr>
<tr>
<td>Social and Cultural Events</td>
</tr>
<tr>
<td>Social Work, Department of</td>
</tr>
<tr>
<td>Sociology, Anthropology and Criminal Justice, Department of</td>
</tr>
<tr>
<td>Spanish</td>
</tr>
<tr>
<td>Special Education and Communication Disorders, Department of</td>
</tr>
<tr>
<td>Standardized Test Scores</td>
</tr>
<tr>
<td>Statute of Limitations (Graduate)</td>
</tr>
<tr>
<td>Student Employment</td>
</tr>
<tr>
<td>Student Government (SGA) Fee</td>
</tr>
<tr>
<td>Student Responsibility</td>
</tr>
<tr>
<td>Student Teaching (see Practicum, Student Teaching)</td>
</tr>
<tr>
<td>Study Abroad</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
</tr>
<tr>
<td>Undergraduate Academic Experience</td>
</tr>
<tr>
<td>Urban Affairs Minor</td>
</tr>
<tr>
<td>V</td>
</tr>
<tr>
<td>Veteran's Affairs</td>
</tr>
<tr>
<td>Voter Registration Act</td>
</tr>
<tr>
<td>W</td>
</tr>
<tr>
<td>Warning Notices</td>
</tr>
<tr>
<td>Work Study Program</td>
</tr>
<tr>
<td>Writing Concentration</td>
</tr>
<tr>
<td>Writing Studio</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
</tr>
<tr>
<td>Senior Citizens</td>
</tr>
<tr>
<td>Semester Notations</td>
</tr>
<tr>
<td>Services to Students</td>
</tr>
<tr>
<td>Social and Cultural Events</td>
</tr>
<tr>
<td>Social Work, Department of</td>
</tr>
<tr>
<td>Sociology, Anthropology and Criminal Justice, Department of</td>
</tr>
<tr>
<td>Spanish</td>
</tr>
<tr>
<td>Special Education and Communication Disorders, Department of</td>
</tr>
<tr>
<td>Standardized Test Scores</td>
</tr>
<tr>
<td>Statute of Limitations (Graduate)</td>
</tr>
<tr>
<td>Student Employment</td>
</tr>
<tr>
<td>Student Government (SGA) Fee</td>
</tr>
<tr>
<td>Student Responsibility</td>
</tr>
<tr>
<td>Student Teaching (see Practicum, Student Teaching)</td>
</tr>
<tr>
<td>Study Abroad</td>
</tr>
</tbody>
</table>
Accreditations and Certifications

New England Association of Schools and Colleges, Inc.

Bridgewater State College is accredited by the New England Association of Schools and Colleges, Inc., through its commission on Institutions of Higher Education.

Accreditation of an institution of higher education by the New England Association 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 the New England Association 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 the New England Association should be directed to the administrative staff of the institution. Individuals may also contact:

Commission on Institutions of Higher Education
New England Association of Schools and Colleges
209 Burlington Road
Bedford, MA  01730-1433
(617) 271-0022
E-mail: cihe@neasc.org

Other Accreditations and Certifications

American Chemical Society
Commission on the Accreditation of Allied Health Education Programs
Council on Social Work Education
Federal Aviation Administration
International Assembly for Collegiate Business Education
Interstate Certification Compact
National Council for the Accreditation of Teacher Education