FOUNDED IN 1841, Manhattanville is an independent and coeducational liberal arts college, committed to its mission to educate students to become ethically and socially responsible leaders in a global community. With more than 1,700 undergraduate and 1,000 graduate students, Manhattanville is 30 miles north of New York City and 10 minutes from downtown White Plains. The 100-acre scenic campus offers an extensive library, computer, residence, and fitness facilities. Manhattanville offers undergraduate degrees in more than 50 academic areas of study as well as graduate programs in Education, Business Leadership, Finance, Human Resource Management, International Management, Marketing Communication Management Sport Business Management and Writing.
Manhattanville College Summer Sessions

Welcome to the Manhattanville College Summer Sessions course catalog.

Manhattanville College is the perfect place to take summer classes. There are learning opportunities for a variety of majors taught in small, highly interactive classes. Classes are scheduled throughout the day and evening, offering great flexibility to work, intern or enjoy summer activities. All students, residential and commuting, may take advantage of the many Manhattanville resources including library, athletic and recreational opportunities.

We offer undergraduate (in the 1000 – 4000 level) liberal arts courses, social sciences, business, natural sciences, foreign languages and fine arts through the School of Arts and Sciences. Also offered are graduate courses (those with a 5000 level or higher) from the Schools of Education and Business along with APPEAL: adult accelerated undergraduate courses.

In addition, high school rising juniors and seniors can explore college majors and experience college life with credit and non-credit programs and Summer of Exploration programs- one week focused residential sessions.

Summer classes are a great way for visiting or current students to boost their GPA, fulfill requirements, lighten their semester course loads, and stay on track to graduate or to just try an interesting course. The college also offers winter term classes just after the New Year. Our Summer dates:

- Summer Session 1: May 31 – July 1
- Summer Session 2: July 5 – August 5
- Summer Academy for high school students: July 5 – August 5
- Summer of Exploration for high school students: June 26 – July 2

Manhattanville School of School of Business
- Master of Science Summer module schedule: May 31 – July 31
- Bachelor of Science APPEAL (Adult Accelerated) Summer schedules:
  - Summer 3B: May 2 – June 20
  - Summer 4B: June 27 – August 15

There may be changes to our Summer offerings that occurred after this catalog was printed. For the most recent updates to the 2016 Summer course schedules and descriptions, please visit: www.mville.edu/summer

Make this Summer Count! Attend Manhattanville College Summer Sessions.
Summer 2016 Course Schedule

Session I: May 31 - July 1, 2016.................................................................1 – 3
Session II: July 5 - August 5, 2016..........................................................4 – 6
School of Business .............................................................................7
Course Descriptions Session I.................................................................8 – 18
Course Descriptions Session II..............................................................19 – 26
School of Business Course Descriptions............................................27 – 34

Special Summer Program
Summer of Exploration for High School Students..................................35

Manhattanville Programs and Degrees
Undergraduate Programs
   Undergraduate Degrees ........................................................................36
   Adult Undergraduate Degrees ..............................................................37

Continuing Education
   Post-Baccalaureate Pre-Health..............................................................38
   Nonprofit Management .....................................................................38

Graduate Programs
   School of Business ............................................................................39
   School of Education ..........................................................................40

General Information.............................................................................41
Registration ..........................................................................................42
Tuition and Fees ..................................................................................43
   Summer Housing ...............................................................................43
Directions to Manhattanville ...............................................................44
Campus Map .........................................................................................45
High School Application and Registration Form ....................................46
Undergraduate and Graduate Registration Form ...................................47
Telephone Numbers .............................................................................48
History of Manhattanville ....................................................................49
### Course Number | Course Title | Instructor | Credits | Days | Times
--- | --- | --- | --- | --- | ---
**Art History**<br>ARH.2022.01 | Art of Ancient Egypt | Salland | 3 | TWF | 1:35 PM–4:05 PM
**Studio Art**<br>ART.3025.01 | EXPLORATION OF CERAMIC METHOD | Hughes | 3 | TR | 9:20 AM-1:20 PM<br>ART.3035.01 | TEXTILE ART AND DESIGN | Mukerji | 3 | TR | 9:20 AM-1:20 PM<br>ART.5001.01 | EXPLORATION OF CERAMIC METHOD | Hughes | 3 | TR | 9:20 AM-1:20 PM<br>ART.5024.01 | PAINTING | Mukerji | 3 | TR | 9:20 AM-1:20 PM<br>ART.5026.01 | DRAWING II | Bergesen | 3 | MW | 12:10 PM-4:20 PM<br>ART.5035.01 | FILM PHOTOGRAPHY: BEGINNERS | Matusow | 3 | TR | 1:35 PM-5:35 PM
**Biology**<br>BIO.1001.01 | Principles of Biology I | Stobezki | 4 | TWR | 5:00 PM-10:15 PM
**Communications and Media**<br>CAM.1001.01 | INTRODUCTION TO COMM & MEDIA | Zechowski | 3 | TR | 9:20 AM-1:05 PM<br>CAM.2009.01 | MULTIMEDIA COMMUNICATION | Brosnan | 3 | MW | 9:20 AM-1:05 PM<br>CAM.2046.01 | COMPUTER GRAPHICS | Bergesen | 3 | TR | 9:20 AM-1:30 PM<br>CAM.2050.01 | INTRO TO DIGITAL VIDEO PROD | Ely | 4 | MWR | 9:20 AM-1:05 PM
**Chemistry**<br>CHM.1001.01 | PRINCIPLES OF CHEMISTRY I | Minei | 3 | TWR | 9:20 AM-11:50 AM<br>CHM.1003.01 | PRINCIPLES OF CHEMISTRY LAB I | Minei | 1 | TWR | 12:10 PM-3:10 PM<br>CHM.2001.01 | ORGANIC CHEMISTRY I | Johnston | 3 | TWR | 9:20 AM-11:50 AM<br>CHM.2005.01 | ORGANIC CHEMISTRY I LAB | Johnston | 1 | TWR | 12:10 PM-3:10 PM
**Economics**<br>ECO.1011.01 | PRINCIPLES OF MACROECONOMICS | Wenninger | 3 | MWR | 9:20 AM-12:05 PM<br>ECO.2015.01 | MONEY AND BANKING | Gialanella | 3 | MWR | 7:00 PM-9:45 PM<br>ECO.4497.01 | INTERNSHIP | Perkins | 1-3 | TBD | TBD
**Education, School of**<br>EDAD.5050.01 | SCHOOL FINANCE | Stein | 3 | MW | TBD<br>EDU.0010.01 | WRITING TUTORIAL IN EDUCATION | DeGregorio | 0 | W | 4:20 PM-6:50 PM<br>EDU.5000.01 | FOUNDATIONS OF EDUCATION | Williams | 3 | MTR | 7:00 PM-9:30 PM<br>EDU.5000.02FL | FOUNDATIONS OF EDUCATION | Moskowitz | 3 | Online | TBD<br>EDU.5013.01 | MATH FOR THE LD STUDENT*SED | Guerra | 3 | TBD | TBD<br>EDU.5032.01 | COLLABORATION/CONSULTATN*SED | Nolan | 3 | MTR | 7:00 PM-9:30 PM<br>EDU.5083.01 | ASSESSMENT OF LD*SED | Kaufman | 3 | MTR | 4:20 PM-6:50 PM<br>EDU.5085.01 | INSTRUCT STRAT FOR LD*SED | TBD | 3 | MTR | 7:00 PM-9:30 PM<br>EDU.5085.02 | INSTRUCT STRAT FOR LD*SED | TBD | 3 | MTR | 4:20 PM-6:50 PM
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**English**

ENW 1013  Approaches to Creative Writing  Sproul  3  TF  12:10 PM-3:55 PM
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*Meets on Friday 7/1

End of Summer Session I
Please check WebAdvisor for current updates.

https://webadvisor.mville.edu/WebAdvisor/WebAdvisor
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ENG.2047.01  The Jazz Age              | Bodenrader  | 3       | MTR   | 1:35 PM-4:20 PM  |
ENW 5210     Fiction Workshop          | TBD         | 3       | S     | 10:00 AM-5:30 PM |

**Finance**

FIN.3010.01  CORPORATION FINANCE        | Gialanella  | 3       | MTR   | 7:00 PM-9:45 PM  |

**Mathematics & Computer Science**

MAC.1075.01  COMPUTERS & INFO TECHNOLOGY | Tunks       | 3       | MWR   | 5:40 PM-8:25 PM  |

**Math**

MATH.1006.01  MATH FOR LA-SELECTED TOPICS | Perlman     | 3       | MWR   | 9:30 AM-12:15 PM |
MATH.1012.01  PRECALCULUS                 | Psihountas  | 4       | MTWR  | 4:20 PM-7:00 PM  |

**Management**

MGT.1007.01  COMPUTER CONCEPTS BUSINESS AP | Taylor      | 3       | TR    | 3:00 PM-6:45 PM  |

**Marketing**

MKT.1003.01  INTRODUCTION TO MARKETING   | Scimeca     | 3       | TR    | 5:40 PM-9:25 PM  |
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End of Summer Session II
### 2016 Summer Master of Science in Sport Business Management: May 31 – August 5

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<td>Sport Communications (May 31 to August)</td>
<td>Walsh/Cheeks-Givens</td>
<td>3</td>
<td>SAT/SUN</td>
<td>Weekend 2</td>
</tr>
<tr>
<td>MSBM.5020.01HL</td>
<td>Sport Media Content (May 31 to July 1)</td>
<td>Alfierei</td>
<td>3</td>
<td>SAT/SUN</td>
<td>Weekend 1</td>
</tr>
<tr>
<td>MSBM.5015.01HL</td>
<td>Entrepreneurship (July 5 to August 5)</td>
<td>Ciocca</td>
<td>3</td>
<td>SAT/SUN</td>
<td>Weekend 2</td>
</tr>
<tr>
<td>MSBM.5016.01HL</td>
<td>Mergers, Acquisitions, Private Equity &amp; Leveraged</td>
<td>DeFrancesco</td>
<td>3</td>
<td>SAT/SUN</td>
<td>Weekend 1</td>
</tr>
<tr>
<td>MSBM.5018.01HL</td>
<td>Business Strategy</td>
<td>Hyland</td>
<td>3</td>
<td>SAT/SUN</td>
<td>Weekend 2</td>
</tr>
<tr>
<td>MSBM.5019.01HL</td>
<td>Total Rewards</td>
<td>Monks</td>
<td>3</td>
<td>SAT/SUN</td>
<td>Weekend 1</td>
</tr>
<tr>
<td>MSBM.5022.01HL</td>
<td>Fixed Income Analysis</td>
<td>Mann</td>
<td>3</td>
<td>SAT/SUN</td>
<td>Weekend 2</td>
</tr>
<tr>
<td>MSBM.5024.01HL</td>
<td>Creating Customer Value</td>
<td>Brosnan</td>
<td>3</td>
<td>SAT/SUN</td>
<td>Weekend 2</td>
</tr>
<tr>
<td>MSBM.5025.01HL</td>
<td>Communicating Effectively</td>
<td>Fein</td>
<td>3</td>
<td>SAT/SUN</td>
<td>Weekend 2</td>
</tr>
<tr>
<td>MSBM.5026.01HL</td>
<td>Managing Risk</td>
<td>DeFrancesco</td>
<td>3</td>
<td>SAT/SUN</td>
<td>Weekend 2</td>
</tr>
<tr>
<td>MSBM.5027.01HL</td>
<td>Global Marketing Strategies</td>
<td>Genio</td>
<td>3</td>
<td>SAT/SUN</td>
<td>Weekend 2</td>
</tr>
<tr>
<td>MSBM.5028.01HL</td>
<td>Brand Management</td>
<td>Genio</td>
<td>3</td>
<td>SAT/SUN</td>
<td>Weekend 2</td>
</tr>
<tr>
<td>MSBM.5029.01HL</td>
<td>Health Care Management</td>
<td>Genio</td>
<td>3</td>
<td>SAT/SUN</td>
<td>Weekend 1</td>
</tr>
</tbody>
</table>

Weekend 1: June 4/5; June 25/26; July 16/17 (Saturday 9:00 AM-5:00 PM/Sunday 9:00 AM-1:00 PM)  
Weekend 2: June 11/12; July 9/10; July 30/31 (Saturday 9:00 AM-5:00 PM/Sunday 9:00 AM-1:00 PM)  
Please note: +1S and +1U = Plus one Saturday or Sunday

### 2016 Summer Master of Science Module Course Schedule (16SUM): May 31 – July 31

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
<th>Days</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>HROE 5101</td>
<td>Business Strategies for a Globally Diverse</td>
<td>Walsh/Cheeks-Givens</td>
<td>3</td>
<td>SAT/SUN</td>
<td>Weekend 2</td>
</tr>
<tr>
<td>HROE 5600</td>
<td>Total Rewards</td>
<td>Alfieri</td>
<td>3</td>
<td>SAT/SUN</td>
<td>Weekend 1</td>
</tr>
<tr>
<td>MFIN 5501</td>
<td>International Finance</td>
<td>Anderson</td>
<td>3</td>
<td>T+1S (7/23)</td>
<td>7:00 PM-9:00 PM</td>
</tr>
<tr>
<td>MFIN 5610</td>
<td>Mergers, Acquisitions, Private Equity &amp; Leveraged</td>
<td>Cruz</td>
<td>3</td>
<td>MW</td>
<td>7:00 PM-9:00 PM</td>
</tr>
<tr>
<td>MFIN 5711</td>
<td>Fixed Income Analysis</td>
<td>Ciocca</td>
<td>3</td>
<td>MW</td>
<td>7:00 PM-9:00 PM</td>
</tr>
<tr>
<td>MGPS 5000</td>
<td>Business Strategy</td>
<td>DeFrancesco</td>
<td>3</td>
<td>SAT/SUN</td>
<td>Weekend 2</td>
</tr>
<tr>
<td>MFIN 5800</td>
<td>Intermediate Financial Accounting</td>
<td>TBD</td>
<td>3</td>
<td>MW</td>
<td>7:00 PM-9:00 PM</td>
</tr>
<tr>
<td>MGPS 5010</td>
<td>Communicating Effectively</td>
<td>Brosnan</td>
<td>3</td>
<td>SAT/SUN</td>
<td>Weekend 1</td>
</tr>
<tr>
<td>MGPS 5020</td>
<td>Managing Risk</td>
<td>Gluck</td>
<td>3</td>
<td>R+1U (7/17)</td>
<td>7:00 PM-9:00 PM</td>
</tr>
<tr>
<td>MGPS 5030</td>
<td>Creating Customer Value</td>
<td>Glazer</td>
<td>3</td>
<td>SAT/SUN</td>
<td>Weekend 2</td>
</tr>
<tr>
<td>MGPS 5050</td>
<td>Leading Effectively and Ethically</td>
<td>Hyland</td>
<td>3</td>
<td>T+1S (7/23)</td>
<td>7:00 PM-9:00 PM</td>
</tr>
<tr>
<td>MKMC 5600</td>
<td>Brand Management</td>
<td>DeFrancesco</td>
<td>3</td>
<td>SAT/SUN</td>
<td>Weekend 1</td>
</tr>
<tr>
<td>MKMC 5602</td>
<td>Global Marketing Strategies</td>
<td>DeFrancesco</td>
<td>3</td>
<td>SAT/SUN</td>
<td>Weekend 1</td>
</tr>
<tr>
<td>MSBL 5605</td>
<td>Health Care Management</td>
<td>Genio</td>
<td>3</td>
<td>SAT/SUN</td>
<td>Weekend 1</td>
</tr>
</tbody>
</table>

Weekend 1: June 4/5; June 25/26; July 16/17 (Saturday 9:00 AM-5:00 PM/Sunday 9:00 AM-1:00 PM)  
Weekend 2: June 11/12; July 9/10; July 30/31 (Saturday 9:00 AM-5:00 PM/Sunday 9:00 AM-1:00 PM)  
Please note: +1S and +1U = Plus one Saturday or Sunday

### 2016 Summer 3B APPEAL (Adult Accelerated Bachelor of Science) Course Schedule (16S3B): May 2 – June 20

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
<th>Days</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 2006</td>
<td>International Marketing</td>
<td>DeFrancesco</td>
<td>3</td>
<td>M+1S</td>
<td>6:00 PM-9:30PM/9AM-5PM</td>
</tr>
<tr>
<td>BIO 3048</td>
<td>The Biology of Health and Illness</td>
<td>Monks</td>
<td>3</td>
<td>M+1S</td>
<td>6:00 PM-9:30PM/9AM-5PM</td>
</tr>
<tr>
<td>MGT 3023</td>
<td>Entrepreneurship</td>
<td>Genio</td>
<td>3</td>
<td>T+1S</td>
<td>6:00 PM-9:30PM/9AM-5PM</td>
</tr>
<tr>
<td>SOC 3010</td>
<td>Family and Society</td>
<td>Mann</td>
<td>3</td>
<td>W+1S</td>
<td>6:00 PM-9:30PM/9AM-5PM</td>
</tr>
<tr>
<td>CAM 2009</td>
<td>Multimedia Communication</td>
<td>Brosnan</td>
<td>3</td>
<td>R+1S</td>
<td>6:00 PM-9:30PM/9AM-5PM</td>
</tr>
<tr>
<td>ACC 1002</td>
<td>Fundamentals of Accounting I</td>
<td>Gialanella</td>
<td>3</td>
<td>F+1S</td>
<td>6:00 PM-9:30PM/9AM-5PM</td>
</tr>
</tbody>
</table>

### 2016 Summer 4B APPEAL (Adult Accelerated Bachelor of Science) Course Schedule (16S4B): June 27– August 15

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
<th>Days</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAM 3064</td>
<td>Film and Media Aesthetics and Analysis</td>
<td>D’Amico</td>
<td>3</td>
<td>M+1S</td>
<td>6:00 PM-9:30PM/9AM-5PM</td>
</tr>
<tr>
<td>FIN 3030</td>
<td>Finance and Planning Process</td>
<td>Jacobi</td>
<td>3</td>
<td>M+1S</td>
<td>6:00 PM-9:30PM/9AM-5PM</td>
</tr>
<tr>
<td>SOC 3078</td>
<td>Contemporary Social Issues</td>
<td>Walsh</td>
<td>3</td>
<td>T+1S</td>
<td>6:00 PM-9:30PM/9AM-5PM</td>
</tr>
<tr>
<td>SOC 3050</td>
<td>Mass Media and Society</td>
<td>D’Amico</td>
<td>3</td>
<td>W+1S</td>
<td>6:00 PM-9:30PM/9AM-5PM</td>
</tr>
<tr>
<td>MKT 2016</td>
<td>Integrated Marketing Communications</td>
<td>Bigaouette</td>
<td>3</td>
<td>R+1S</td>
<td>6:00 PM-9:30PM/9AM-5PM</td>
</tr>
<tr>
<td>ACC 1008</td>
<td>Fundamentals of Accounting II</td>
<td>Gialanella</td>
<td>3</td>
<td>F+1S</td>
<td>6:00 PM-9:30PM/9AM-5PM</td>
</tr>
</tbody>
</table>

Please note: +15 = Plus one Saturday
SUMMER 2016: SESSION I
COURSE DESCRIPTIONS

Refer to the schedule on pages 3—10 for dates and times. School of Arts and Sciences and School of Education students should consult their advisors for course selection.

ARH.2022 Art of Ancient Egypt (3 cr)
The emphasis in this course is on Egyptian culture from the perspective of the visual arts and architecture, and it will provide a survey of the art of ancient Egypt from the Predynastic Period through the end of the New Kingdom. The objectives of this course include mastery of major monuments of ancient Egypt, including painting, sculpture and the decorative arts, as well as of the contexts for which they were created, including funerary complexes (mastabas, pyramids, rock cut tombs and funerary temples), temples dedicated to the gods and royal palaces. Field trips to the Metropolitan Museum of Art.

ART.3025 EXPLORATION OF CERAMIC METHOD (3 cr)
A comprehensive course for beginners, intermediate and advanced students, utilizing hand-building and throwing on the wheel. Four basic methods of hand-forming pottery and ceramic sculpture will be explored: pinch, coils, slabs, and modeling, along with tooling, decoration and glazing. Advanced students will produce multiples such as mugs, bowls, plates and casseroles, emphasizing design and special techniques.

ART.3035 FILM PHOTOGRAPHY: BEGINNERS (3 cr)
This course will focus on how to use a 35mm film based camera to take a photograph. Photography: Beginners is a traditional 35mm film and darkroom based "wet photography" course. Photographic optics, correct exposure, developing the negative, making contact prints and enlargements(using lighting and filters), and finishing and mounting prints will be taught. Students will be introduced to the aesthetics of photography-the visual elements of form, texture, pattern and line-and how to creatively use them photographically. The aim is to develop an individual aesthetic. The work of some important photographers will also be examined.

ART 4001 FUNDAMENTALS OF DRAWING (3 cr)
This course is structured to provide an understanding of the basic elements of drawing - to encourage technical fluency, and foster confidence in the depiction of objects in the physical world. The course as a whole progresses in a way that parallels the creative process - tracing a series of evolutionary steps that begin with sketchy notations followed by analysis, clarification, embellishment, and refinement. (Fall). Drawing I and II may be taken in any order.

ART 4003 PAINTING (3 cr)
Offered for all levels, beginners to advanced. The course emphasizes each student’s unique potential while exploring a variety of concepts and techniques. Representational and abstract forms are explored utilizing still life, the human figure, and other sources of visual expression. The student may choose to use either acrylic or oil paints. Three required hours of lab time per week.

ART 4034 TEXTILE AND DESIGN (3 cr)
This course is intended to introduce students to the use of design concepts and techniques in the development and production of textiles. The makers of fabrics have employed considerations such as color and tone, balance and harmony, and form and texture since the very beginning of textile production early on in the course of human history. Students interested in art and design, handicrafts, or the world of fashion will have an opportunity to see how these same considerations still inform the choices made by textile industry. Museums and galleries will act as our learning lavatories. Students will become acquainted with dye-sublimation printers as a tool for producing and printing fabrics.

ART 5001 EXPLORATION OF CERAMIC METHOD (3 cr)
A comprehensive course for beginners, intermediate and advanced students, utilizing hand-building and throwing on the wheel. Four basic methods of hand-forming pottery and ceramic sculpture will be explored: pinch, coils, slabs, and modeling, along with tooling, decoration and glazing. Advanced students will produce multiples such as mugs, bowls, plates and casseroles, emphasizing design and special techniques.

ART 5024 PAINTING (3 cr)
Offered for all levels, beginners to advanced. The course emphasizes each student’s unique potential while exploring a variety of concepts and techniques. Representational and abstract forms are explored utilizing still life, the human figure, and other sources of
visual expression. The student may choose to use either acrylic or oil paints. Three hours of required lab time per week.

**ART.5026 DRAWING II (3 cr)**
This second semester course continues to examine the fundamental structures of drawing techniques. But now that focus is on content and form as they relate to the aesthetic process. Use of personal experience as models for individual expression will be encouraged. Students will be expected to complete drawings that are portfolio quality. (Spring) Drawing I and II may be taken in any order.

**ART.5035 FILM PHOTOGRAPHY: BEGINNERS (3 cr)**
This course will focus on how to use a 35mm film based camera to take a photograph. Photography: Beginners is a traditional 35mm film and darkroom based “wet photography” course. Photographic optics, correct exposure, developing the negative, making contact prints and enlargements (using lighting and filters), and finishing and mounting prints will be taught. Students will be introduced to the aesthetics of photography—the visual elements of form, texture, pattern and line—and how to creatively use them photographically. The aim is to develop an individual aesthetic. The work of some important photographers will also be examined.

**ART 5057 EXPERIMENTAL PRINTMAKING (3 cr)**
Painters, photographers, sculptors, illustrators, and graphic designers are invited to bring their aesthetic techniques into the experimental class. The course is arranged so that we can accommodate the individual styles of the students based on their various aesthetic disciplines. The course will include drawing, painting and collage in combination with traditional printmaking techniques. We will explore Intaglio and relief printing. We will also investigate monoprints and collage prints. This course requires some previous art experience. Three required hours of lab time per week.

**BIO.1001 Principles of Biology I (4 cr)**
The first part of a two-semester lecture sequence, complemented with hands-on laboratory experience, stresses the major biological principles and concepts that serve as the foundation for study in the biological and health-related fields. Although the first semester includes topics such as the chemistry of biological systems, cell and historical organization, membrane transport, metabolism and evolution of organisms, the major focus is on the principles of Mendelian genetics, molecular genetics, and population genetics. The second semester stresses animal and plant organization, development, and physiology. Laboratory sessions provide opportunities for students to gain technical experience and to improve laboratory-related writing skills. The BIO.1001-1002 sequence is strongly recommended; however, students may take BIO.1002 before BIO.1001.

**CAM.1001 INTRODUCTION TO COMM & MEDIA (3 cr)**
This course surveys human and media-enabled communication. Starting with concepts in communication theory, we consider interpersonal, public and nonverbal communication. A primary focus is the mass media—the history and means by which they communicate, the effects of this communication, and the professional and ethical issues involved. We cover print media, photography, radio, cinema, television and new media, and such related fields as advertising, public relations and political communication.

**CAM.2009 MULTIMEDIA COMMUNICATION (3 cr)**
This course helps students develop reliable vocal and listening techniques that will result in clear, healthy communication. Through oral presentation of formal and informal speeches, discussion and work with notable literary texts and speeches, and introductory studies in nonverbal, interpersonal and intercultural communication, students will practice the expression and exchange of ideas in a logical, well-organized manner.

**CAM 2046 COMPUTER GRAPHICS (3 cr)**
An introduction to computer graphics using the Macintosh computer, this course will teach students to differentiate between various types of programs (draw, paint, and page layout) and provide hands-on experience in each. Adobe Illustrator and Adobe PhotoShop, Quark Express, Adobe, and InDesign will be used. Three required hours of lab time per week.

**CAM.2050 INTRO TO DIGITAL VIDEO PROD (4 cr)**
This course introduces basics of TV production: video camera usage, studio and/or on-location setups, sound, lighting and editing. It could focus on electronic field production, studio work, or both. Group work and class projects are emphasized, but students must also learn the terminology and appropriate equipment handling and conduct required of the field.
CHM 1001 PRINCIPLES OF CHEMISTRY (3 cr)
Topics include Matter and Measurements; Atoms, Molecules, and Ions; Mass Relations in Chemistry; Stoichiometry; Reactions in Aqueous Solution; Gases; Electronic Structure and the Periodic Table; Covalent Bonding; Thermochemistry; Liquids and Solids; and Solutions. Prerequisite: Appropriate score on the Chemistry Placement Exam or a minimum grade of C- in CHM 1000. Corequisite: CHM 1003, unless a grade of C- or better was previously earned. Note: This course is intended for Science majors and Pre-health students. It must be taken with CHM 1003 in order to fulfill a Scientific Reasoning competency and Science Distribution requirement.

CHM 1003 PRINCIPLES OF CHEMISTRY LAB I (1 cr)
This course presents laboratory techniques and experimental methods that demonstrate the principles studied in CHM 1001. Corequisite: CHM 1001, unless a grade of C- or better was previously earned. Note: This course must be taken with CHM 1001 in order to fulfill a Scientific Reasoning competency and Science Distribution requirement.

CHM 2001 ORGANIC CHEMISTRY I (3 cr)
This course is a study of the major classes of organic compounds, designed to provide students with the background in organic chemistry needed for advanced study in chemistry and the life sciences. Topics include structure and bonding; polar covalent bonds; acid and base reactions; alkanes and their stereochemistry; cycloalkanes and their stereochemistry; stereochemistry; overview of chemical reactions; alkenes: structure and reactivity; alkenes: reactions and synthesis; alkynes: introduction to organic synthesis; organohalides; and nucleophilic substitution and elimination reactions. Prerequisite: Minimum grade of C- in CHM 1002 and in CHM 1004. Corequisite: CHM 2005, unless a grade of C- or better was previously earned.

CHM 2005 ORGANIC CHEMISTRY LAB I (1 cr)
This course applies laboratory techniques and experimental methods to the topics and reactions studied in CHM 2001. Prerequisites: Minimum grade of C- in CHM 1002 and in CHM 1004. Corequisite: CHM 2005, unless a grade of C- or better was previously earned. (Fall & Summer Session I)

ECO 1011 PRINCIPLES OF MACROECONOMICS (3 cr)
This is an introductory treatment of nation-wide economic activity. Topics include the measurement and determination of gross output, inflation and unemployment. Major attention is given to fiscal and monetary policy.

ECO 2015 MONEY AND BANKING (3 cr)
This course examines the nature of money, its history and its role in the economy, the demand and supply of money, the Federal Reserve and its relationship to banking and the economy and the financial structure of the economy including financial markets and institutions. Prerequisites: take ECO.1011.

ECO.4497 INTERNSHIP (1-3 cr)
Prerequisites for Economics: ECO.1011 ECO.1012 ECO.3002 and at least one other economics course. Prerequisites for Finance: ECO 1011, ECO 1012, ECO 2015 and ECO 2018

EDAD.5050 DISTRICT LEADERSHIP: RESOURCE ALLOCATION & FINANCIAL ACCOUNTABILITY (3 cr)
This seminar will involve other district leaders in the field who will address current workplace challenges related to resource allocation and fiscal accountability. Emphasis will be placed on developing sound business practices and policies that are consistently applied throughout the district. Emphasis will be placed on involving and empowering all school and district leaders in the creation and monitoring of the district finances and resources to support effective and equitable use of time, money and human resources. Other related areas of concentration will include negotiating and collective bargaining, facilities management, and management of transportation, food services and purchasing. Case study analysis will provide a primary tool to support fiscal accountability and ethical decision making.

EDU.0010 WRITING TUTORIAL IN EDUCATION
This course refreshes the student’s knowledge of the basics. In a small group and individualized setting, critical issues pertaining to writing essays of the type considered standard in the teaching profession are revisited. Writing skills fundamental to the successful completion of both the ATS-W and the School of Education Comprehensive Examination are sharpened.

EDU.5000.01/5000.02FL Foundations of Education (3 cr)
This introductory course provides an overview of the field of American education. It investigates major issues, which have affected learning and teaching in the U.S. Through active class involvement, the learning/teaching dyad, its social, political, economic antecedents and possible consequences are analyzed. Field experience required.
EDU 5013 MATHEMATICS FOR THE LEARNING DISABLED
STUDENT SPECIAL EDUCATION COURSE (3 cr)
This course is for both regular and special educators, and will explore topics in understanding the nature of math disabilities, construction and administering assessment instruments, developing instructional strategies and materials, evaluating the results of instruction, and managing the classroom. (Special Ed Course)

EDU 5032 COLLABORATION AND CONSULTATION IN INCLUSIVE SETTING - (SPEC ED) (3 cr)
The course will examine the need for collaboration between teachers of children with both typical and special education needs. Students will become knowledgeable of state and federal laws which establish special education services (NCLB) as well as accommodations for those individuals who require instructional modifications and do not clearly fit into one of the IDEA classifications (section 504). They will become familiar with the characteristics of the major disability areas identified by law and the modifications of instruction and classroom setting necessary to meet the individual's needs. This will include those practices for planning and designing co-teaching and collaboration which have been shown to be effective in the collaborative setting. Classroom management needs and individualization of instruction of children in the inclusive setting will be addressed with emphasis placed upon the importance of using positive behavioral supports.

EDU 5083 ASSESSMENT OF STUDENTS WITH LEARNING AND BEHAVIORAL PROBLEMS - (SPEC ED) (3 cr)
This course is designed to provide an intensive study of the assessment process as it relates to the special education teacher. Students will learn the purpose of assessment, measurement concepts and technical adequacy and experience how to administer and interpret test data. Students will explore ways to communicate assessment information and assessment issues related to I.D.E.A. The focus will be on a combination of formal and informal assessment strategies. Teacher candidates will prepare a final report dealing with a comprehensive assessment to include the creation of an I.E.P. for a student with a disability. As part of a formative process, the required portfolio will be reviewed as part of the course. Field experience required. (Special Ed Course)

EDU 5085.01/5085.02 INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH LEARNING AND BEHAVIORAL PROBLEMS - (SPEC ED) (3 cr)
Examine the instructional strategies for students with learning disabilities. Cover topics including: language, reading, written expression, mathematics, behavior management, social interaction, alternative evaluation techniques and criteria. (Special Ed Course)

EDU 5088 INTRODUCTION TO STUDENTS WITH LEARNING AND BEHAVIORAL PROBLEMS- (SPEC ED) (3 cr)
This course will provide an introduction to the field of learning disabilities and behavior problems for classroom teachers and psychologists in both regular and special education. We will identify the social, emotional and learning characteristics of children diagnosed as having behavior problems, brain-injured, neurologically impaired or learning disabled. We will explore perceptual disabilities, language, motivational and behavioral aspects of children who have learning and behavior problems. In addition, we will consider effective instructional methods for these students and the school settings in which they appear to learn well. The instruction strategies employed in teaching this course will include cooperative learning, lecture, discussion, role-playing, individual project presentations and videotape. The portfolio will be introduced. Field experience required. (Special Ed Course)

EDU 5107.01/5107.02 CHILDHOOD MATHEMATICAL METHODS (3 cr)
Focus on methods and materials for teaching mathematics to elementary students. Learn to use concrete and representational materials and appropriate technology to develop math skills, independent thinking and problem solving. Demonstrate skills for applying relevant mathematical education research in the classroom. Not counted as Liberal Arts

EDU 5112 Childhood methods for Social Studies (3 cr)
Focus on the integration of elementary school social studies and fine arts in an interdisciplinary teaching context. Corequisite: EDU 5113. Not counted as Liberal Arts

EDU 5113 CHILDHOOD METHODS FOR THE ARTS
Focus on the integration of elementary school social studies and fine arts in an interdisciplinary teaching context. Use differential instruction to meet the needs of all learners. Demonstrate skills for applying relevant social studies education research in the classroom. Field experience required. Corequisite: EDU 5112. Not counted as Liberal Arts

EDU 5130 CLASSROOM MGT: SPECIAL EDU (3 cr)
This course focuses on a theoretical and practical approach to classroom management, organization and discipline. It includes an analysis of the way these issues relate to the nature of learning and classroom interactions. Methods and techniques of effective
Teaching will be addressed, including organizing the classroom environment to include different learning styles, multilevel instruction, managing cooperative learning groups, preventive, supportive and corrective discipline, behavior modification, self-management techniques and assessment. Teacher candidates will prepare a classroom management plan. Field experience required. (Special Ed Course)

EDU 5134 TRANSITION FROM SCHOOL TO ADULT LIFE
SPECIAL EDUCATION COURSE (3 cr)
Explore the issues faced by youth as they make the transition from school to employment and adult life and the competencies needed by professionals responsible for implementing transition services. Examine the transition services initiative (its history and legislation), theoretical and existing models of service delivery, characteristics of the population receiving transition services, strategies for building collaborative relationships among agencies and personnel, and strategies for planning and implementing instruction. Field experience required. (Special Ed Course)

EDU 5200 STRUCTURE OF ENGLISH (3 cr)
Review English grammar for the purpose of developing classroom activities and materials for the teaching of semantics, syntax, morphology and phonology of English to students with limited proficiency. Field experience required.

EDU 5201 PRINCIPLES LANG LEARN & TEACH (3 cr)
Explore recent research on the psychological, cultural, and related factors that influence the acquisition of a second language, including: linguistics and cognition, first- and second-language acquisition and social and affective variables in language learning. A foundation course is taken at or near the beginning of the program. Field experience required.

EDU 5202 INTRO TO LANG/LINGUISTICS (3 cr)
Explore the universal underlying logical structure of human languages. Discuss phonological, morphological, syntactic, and semantic patterns found in language. Consider the evolution and psychology of language. Field experience required.

EDU 5204.01/5204.03 METHODS OF TESOL (3 cr)
Integrate language learning and theory into classroom practice. Develop instructional techniques and survey materials for promoting the four language skills of listening comprehension, speaking, reading and writing. Field experience required.

EDU 5204 METH & MAT SEC LANG INSTR (3 cr)
Integrate language learning and theory into classroom practice. Develop instructional techniques and survey materials for promoting the four language skills of listening comprehension, speaking, reading and writing. Field experience required.

EDU 5207 TEST&EVAL IN SECOND LANGUAGE (3 cr)
In this course we will explore recent developments in both standardized and classroom testing and evaluation for both foreign languages and English as a Second Language. Topics will include Standards and oral proficiency testing, alternative assessment, including rubrics, informal assessment and classroom test design, among others.

EDU 5215 TEACHING ESL IN CONTENT AREAS (3 cr)
Focus on second language teaching techniques to improve an LEP student's proficiency in understanding content area subjects. Learn from required lesson and unit plans and peer teaching. Field experience required.

EDU 5217 WORKING W PARENTS:INCLUS*SED (3 cr)
This course will develop strategies for more effective parent involvement in school programs. The focus will be on the particular needs and concerns of the parents of students with disabilities and will address broader parent involvement issues such as home/school communication and parent involvement. Field experience required. (Special Ed Course)

EDU 5237 PROBLEM SOLVING IN MATH (3 cr)
Develop vital skills for teaching and critical thinking across the curriculum through mathematical problem-solving strategies. Recognize and construct connections across mathematical ideas as you solve problems using tools from counting strategies, algebra; Euclidean, transformational and coordinate geometry; matrices; finite graphs and trees. Examine connections between problem solving; listening, speaking, reading and writing skills; and secondary mathematics. Identify and create problem solving materials and assessments for students within the full range of abilities. Field experience required.

EDU 5295 TEACHING HEALTH ED,PE,FAMILY (3 cr)
Examine the characteristics of positive and negative health behaviors while learning appropriate reinforcement and prevention strategies. Learn methods of teaching physical education skills at the childhood level. Focus on current issues in family and consumer science. Field experience required. (Special Ed Course)
EDU.5295A CHILDHOOD DRUG ED METHODS 1-6
This course will engage the learners in activities that focus on drugs that would be discussed at the elementary level. These include but are not limited to: Over-the-counter (OTC), tobacco, alcohol, as well as household products and prescription medicines. Various types of deterrent programs will be examined to determine effectiveness of commonly used school curricula. The variety of categories of drugs will be discussed in terms of the effect of the drug on the body and mind.

EDU.5307 OBSERVING/ASSESSING/UNDERSTAN (3 cr)
Investigate formal and informal methods of assessing student's learning including observational techniques; and evaluate one's own instructional practice. Develop skill in using information gathered through observation and assessment to plan and modify instruction. Field experience required.

EDU.5339 TEACHING GEOGRAPHY IN THE SOCIAL STUDIES CLASSROOM (1.5 cr)
Learn about methods for teaching key geographic concepts in the K-12 social studies curriculum. Explore ways to encourage students to use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live local, national and global including the distribution of people, places and environments over the Earth’s surface. Corequisite: EDU.5375

EDU.5367 METHODS TEACHING LITERACY I (3 cr)
The first in a pair of courses that provides a research-based introduction to literacy teaching and learning for children in grades PreK-6. Students will be introduced to the theories, approaches and methodology of teaching reading and writing in the elementary classroom. Emphasis will be on helping students develop an informed, integrated and balanced approach to the planning and instruction of reading and the language arts; with a strong focus on phonemic awareness and strategies for teaching phonics. Field experience required. (Literacy Course)

EDU.5371 TECHNOLOGY IN SPECIAL ED (2 cr)
This course will examine ways to use technologies in planning, implementing and managing the teaching and learning environments for students with special needs and learn how to evaluate, select, develop and adapt technologies. The focus will be on such topics as technologies for assessment and planning, as well as for implementing and modifying instruction, selecting hardware and software, uses of and regulations regarding assistive technology, and using technology to support the principles of universal design. Field experience required. (Special Ed Course)

EDU.5374 CURRIC & METH GR 5-12 GEN (3 cr)
Explore curriculum approaches, teaching and assessment strategies, classroom management, and other critical issues in teaching at the middle childhood and adolescence levels. Become familiar with the ways in which middle and high schools function, both within their buildings and within their broader communities. Field experience required.

EDU.5375 TEACHING ECONOMICS (1.5 cr)
Must be taken in conjunction with EDU 5339. Develop strategies for teaching economics in the social studies classroom so that students will understand key macroeconomic and microeconomic concepts. Topics will include methods for teaching how the United States and other societies develop economic systems and associated institutions to allocate resources; how major decision-making units function in the U.S. and the other national economies; and how an economy solves the scarcity problem through market and non-market mechanisms.

EDU.5377 SCIENCE METHODS GR 5-12 (3 cr)
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescence levels for Science education. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for Science. Field experience required.

EDU.5380 CURRICULUM, MANGMNT & ASSESS (3 cr)
Explore ways for childhood educators to develop curricula, plan and implement instruction within the full range of students' abilities in a role as an apprentice in a school setting. Develop methods for assessing student learning. Examine the application of research as a method for gathering data, planning and assessment toward instruction improvement and student performance. Field experience required.

EDU.5393.01/5393.02 FOUNDATIONS OF SPECIAL ED (3 cr)
This course is designed to provide an overview of the field of special education. The objectives are to make the teacher-candidate more aware of federal and state special education laws which provide for the identification of individuals with disabilities, the process of determining entitlements to special education services, and the models of teaching that provide for educating the child in the least restrictive environment.
EDU 5403 MATHEMATIC CURRICULUM AND METHODOLOGY (3 cr)
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescence levels for Mathematics education. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for Mathematics. Field experience required.

EDU 5407 ENGLISH CURRICULUM AND METHOD (3 cr)
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescence levels for English education. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for English. Field experience required.

EDU 5411 SOCIAL STUDIES CURRICULUM & M (3 cr)
Explore approaches to assessment, curriculum planning and instruction at the middle childhood and adolescence levels for Social Studies education. Learn to use technology (including assistive technology) as well as a broad range of teaching methods and materials that will allow middle childhood and adolescent students within the full range of abilities to master the learning standards for Social Studies. Field experience required.

EDU 5413 EARLY LITERACY (3 cr)
Students will acquire the theoretical and practical knowledge needed to guide the literacy development of young children. They will explore the developmental influences on preschool learning and examine the role of language in supporting literacy development and consider research-based early literacy activities such as book reading, writing activities using invented spelling, storytelling, children’s literature, as well as other activities that foster phonemic awareness, print concepts, phonics skills, vocabulary development, and comprehension. Students will consider the role of families in supporting the literacy development of young children. They will also examine methods and materials to support literacy development. (Literacy Course)

EDU 5541 ETHICAL CONSIDERATIONS (3 cr)
This course will cover the concept of ethics itself. An objective of this course is to teach students to be prepared to act ethically in the absence of guidelines, or even when their actions are in conflict with guidelines or instructions. This course will teach that Ethics are not addressed in one course, but ethics permeate all courses. This course will examine the ethical and professional standards of applied behavior analysis and all the issues that must be considered as a teacher and/or behavior analyst.

EDU 5545 BEHAVIOR ANALYSIS III: PRACTICUM IN CLINICAL APPLIED BEHAVIOR (3 cr)
This course will allow the participant the opportunity to complete functional behavioral assessments, develop interventions, and implement and evaluate the effectiveness of those interventions. A prerequisite for this course is EDU 5544 Behavior Analysis III: Clinical Applied Behavior Analysis. The focus of intervention will be in special education settings.

EDU 5554 TEACHING IN A BILINGUAL CONTEXT (3 cr)
Students will focus on second language teaching techniques to improve English Language Learners' attainment in understanding content area subjects, including learners with special needs. They will become familiar with NYS Learning Standards in the Content Areas and explore strategies for developing and promoting English and Native Language literacy through content. They will learn how to adapt content area materials and to use appropriate strategies for working with English Language Learners in content classrooms. They will develop lessons and units, using English and the native language, aligned with standards (NYS and national.) They will learn techniques for assessing content knowledge in English and the native language. (Field experience hours required)
EDU 5563 STUDENT TEACHING AND SEMINAR: SPECIAL EDUCATION 7-12 (3 cr)
Develop your teaching skills in a full-time, twelve-week, supervised student teaching experience. Fulfill your requirements for New York State initial certification.

EDU 5569 CRITICAL PEDAGOGY OF PLACE (3 cr)
In this course, sustainability is developed as an urgent and unique context for motivating and designing curriculum and instruction. Armed with their vision for sustainable future and their understanding of the values, skills and knowledge required for making the changes required to achieve this vision, students will learn how to assess existing curriculum for supporting or integrating sustainability. They will also use this framework to guide their development and implementation of curriculum and instruction that facilitate effective civic engagement for sustainable communities. Students in this course will experience and learn how to use classroom community development, critical pedagogy of place and problem-based learning in the development of curriculum and instruction for sustainability.

EDU 5612 ASSESSMENT AND INTERVENTION IN LITERACY INSTRUCTION (3 cr)
This course is the first part of a two-part practicum sequence. Candidates work with students to learn and apply techniques for assessing the literacy abilities and needs of students, and designing effective interventions based on learner needs, including dyslexia, in the areas of word recognition skills, fluency, vocabulary, metacognition, comprehension, and writing. Candidates examine and analyze a broad array of formal and informal assessment techniques and their application to literacy instruction. They apply strategies for effectively communicating assessment results to parents, caregivers, and school personnel. (Literacy Course)

EDU 5613 TEACHING WRITING & THINKING (3 cr)
This course offers the opportunity to develop an understanding of current research related to the teaching of writing and to apply the writing process in teaching writing in the classroom, including topic selection, drafting, conferencing, revising, editing, and publishing. Other topics include responding to and assessing student writing; writing in various genres and about various subjects; motivating students to write; sharing model texts for writers' craft as read alouds, including multicultural texts; management of writing workshops; and, consideration of sociocultural and gender perspectives. (Literacy Course)

EDU 5630 THE WRITING ROAD TO READING I (3 cr)
This course is offered through the Rose Institute for Learning and Literacy. The Writing Road to Reading 1 enables you to teach reading and writing so students read fluently, are able to draw on a rich vocabulary, understand the structure of the language, and become competent writers. You will acquire the knowledge and skills to teach scientifically-based content and methodology. The content includes phonemic awareness, systematic phonics, vocabulary, sentence construction, composition, fluency, text structures, and text comprehension. The curriculum is structured, sequential, and cumulative. The methodology is explicit, interactive, diagnostic, multisensory, and integrated. The Writing Road to Reading 1 is designed for general and special education teachers, administrators, curriculum specialists, and speech and reading specialists, and is recommended for instructional assistants and tutors.

EDU 5631 THE WRITING ROAD TO READING II (3 cr)
This course is offered through the Rose Institute for Learning and Literacy. The Writing Road to Reading 2 expands your knowledge of literary appreciation and scientifically-based language arts content (phonemic awareness, systematic phonics, vocabulary, sentence construction, composition, fluency, text structure, and text comprehension). The curriculum is structured, sequential, and cumulative. The methodology is explicit, interactive, diagnostic, multisensory, and integrated. You will hone your ability to differentiate instruction for students who need challenge and those who struggle.

MPE 5534 ADVANCED BIOPHYSICAL CONCEPTS AND CONDITIONING FOR SPORTS (3 cr)
Articulate and apply biophysical concepts from anatomy, kinesiology, physiology, biomechanics, and social-psychological theories to health-related fitness learning experiences and sport-related fitness and conditioning activities.

MPE 5538.01/5538.02 INSTRUCTIONAL PLANNING FOR PRE-SCHOOL AND ELEMENTARY PHYSICAL EDUCATION (3 cr)
Conveys an in-depth understanding of the common physical education instructional strategies used to teach preschool and elementary school age children. Special attention is focused on applying disciplinary and pedagogical knowledge in developing effective learning environments and experiences.

MPE 5540 INSTRUCTIONAL PLANNING FOR INCLUSION IN PHYSICAL EDUCATION AND SPORT (3 cr)
Reveals instructional strategies, techniques for individualized programming, federal and state special education laws that provide for the identification of individuals with disabilities within the physical activity
setting, and assessment procedures for students having learning disabilities, emotional/behavioral disorders, and physical disabilities. Content also addresses integration and inclusion, modifications to sport and game rules, equipment, facilities, and classroom management interventions. Considerations for coaches and collaboration with other teachers and school personnel will be addressed.

ENW.1013 Approaches to Creative Writing (3 cr)
In this introductory class, students study and practice several forms: fiction, poetry, non-fiction and dramatic. The class looks closely at diction, structure, voice, character, narrative tension and point of view. Students read, study and critique published and peer work, with later classes introducing the workshop method.

HIS 1036 WORLD HISTORY II: SINCE 1500 (3 cr)
This course is an examination of the salient political, socio-economic, and cultural features of world history since 1500. Special emphasis will be devoted to explaining why western initiatives helped to shape and influence the evolution of global civilization during the past 500 years.

HIS 3003 THE TWENTIETH CENTURY (3 cr)
This course will examine the story of the twentieth century from in a global sense as it moved from a European era to an American Century. Topics considered will include the spread of modernization and the various ideologies associated with and struggling to control this process; the impacts of the two world wars, especially on the decline and fall of the old empires and the rise of some new ones along with new nation-states; the story of the Cold War’s rise, course, and conclusion; and international business, trade, and economic issues that impacted world history. Special attention will be given to the developing role in world affairs of the United States of America during this time period.

HIS 5003 THE TWENTIETH CENTURY (3 cr)
This course will examine the story of the twentieth century from in a global sense as it moved from a European era to an American Century. Topics considered will include the spread of modernization and the various ideologies associated with and struggling to control this process; the impacts of the two world wars, especially on the decline and fall of the old empires and the rise of some new ones along with new nation-states; the story of the Cold War’s rise, course, and conclusion; and international business, trade, and economic issues that impacted world history. Special attention will be given to the developing role in world affairs of the United States of America during this time period.

MATH 1030 CALCULUS I (4 cr)
Topics in this course will include functions, limits, and continuity; derivatives of polynomials, products, quotients, trigonometric, and implicit functions; applications to related rates, maximum-minimum problems and graphing; anti-derivatives, the Fundamental Theorem of Calculus, and area problems. A computer symbolic algebra component is included.

MGT.1007 COMPUTER CONCEPTS BUSINESS AP (3 cr)
Students become familiar with a wide range of computer, network and database technologies, and the use of these technologies within business and society. Students will also become proficient in the use of spreadsheet, database and presentation personal productivity software.

MGT 4497 INTERNSHIP MANAGEMENT (1-3 cr)
Students have a hands-on experience by working at a college-approved internship and completing an academic component. Prerequisites: Completion of all required 1000 level courses. No more than one internship will count toward major requirements

MKT.100 INTRODUCTION TO MARKETING (3 cr)
Students are given a hands-on understanding of the tools of marketing. Marketing tools are integrated into the marketing system. Topics include consumer behavior, product design, segmentation, advertising, promotion, selling, pricing, distribution and financial feasibility.

MUTA.1007 MIDI AND MUSIC (3 cr)
In this introductory course students learn the foundations of creating music with the computer. Beginning with an overview of computer concepts relating to MIDI and digital audio, students develop skills relating to MIDI and audio sequencing, recording and editing, and sound synthesis and processing. Software applications studied and used include: Digital Performer; Live Ableton; GarageBand; Band-in-a-Box; and MacCSound. Students create projects using these programs. No prerequisites.

MUB.2021 POP SONGS AND THE MUSIC BUSINESS (3 cr)
This course will offer a comprehensive survey of the product of the music business--pop songs, as well as the creators and talent behind them. The subject matter will include all genres and hybrids of American popular music including: easy listening, patriotic, country and western, hillbilly, bluegrass, folk, Latin, salsa, jazz, bubble gum,
rock 'n roll, hard rock, punk rock, grunge rock, rhythm and blues, disco, rap, and hip hop. Students learn about the structure and form of pop songs and lyrics and how these elements have changed over the years; the singers and bands who made the songs popular; how and where new songs were introduced in the early years of the American music business; and how new and evolving genres of songs changed the music business.

MUH.2235 AMERICAN MUSICAL THEATRE (3 cr)
This course will survey the history and development of the American Musical Theatre from its pre-Civil War beginnings to current Broadway productions, such as Rent, The Lion King, and Parade. The study will include guest artists, archival film and video, and New York City performance trips.

MUTR.1011 MUSIC THEORY I: FOUNDATIONS (3 cr)
This course studies the basic principles of music: rhythm, pitch, scales, intervals, chords, and harmonic progressions. There will be compositional projects.

POS.2068 Sports and International Relations (3 cr)
This course will examine the history of sports and international relations, as well as its impact on the political, economic, and cultural relations between states. Issues that will be covered will be the use of sports as an expression of nationalism, sports as a tool of diplomacy, sports as a medium of cultural exchange, sports and globalization, and the role of the media and large corporations in sports.

PHY 1001 College Physics I (4 cr)
This course is the first half of the two-semester, non-calculus based general physics sequence, intended for students in life science, pre-health programs, and students interested in understanding the physical world and developing analytic reasoning and quantitative analysis skills. Topics include: kinematics, dynamics, Newton's Laws, circular motion, work and energy, linear momentum, rotational kinematics and dynamics, simple harmonic, fluids, temperature, heat and heat transfer, ideal gases, thermodynamics, waves and sound, interference. There is an accompanying laboratory.

PSY 1004 FUNDAMENTALS OF PSYCHOLOGY (4 cr)
This course is designed to introduce students to the major ideas in psychology. Prior knowledge of psychology is not expected. Topics include the history of psychology, sensation and perception, brain and behavior, learning, memory, and cognition, as well as developmental, personality, and social psychology, and psychopathology.

PSY 2011 ABNORMAL PSYCHOLOGY (3 cr)
This course is designed to survey major psychological disorders, including mood disorders, anxiety disorders, personality disorders, schizophrenia, and eating disorders. It begins with general consideration of the study of psychopathology, including philosophical and historical perspectives on the concept of abnormality, as well as issues of assessment and diagnosis. Then, using an integrative theoretical framework, the course examines the clinical descriptions, origins, treatments, and outcomes of specific psychological disorders. A broad sampling of current topics and controversies in the field of abnormal psychology will be highlighted. Lecture material is supplemented with discussion of case material and films. Pre- or Corequisite: PSY 1004 Fundamentals of Psychology.

PSY 2055 SPORT PSYCHOLOGY (3 cr)
This course provides an introduction to the field of sport psychology through a critical examination of the major psychological theories and past research on human behavior in sport and exercise settings. Particular emphasis is placed on identifying cognitive, emotional, social, and developmental factors that influence sport participation and performance. Specific performance related topics include motivation, anxiety, concentration, confidence, leadership, and team dynamics. Behavioral problems in sport, such as aggression, substance abuse, and eating disorders, are reviewed along with psychological factors related to burnout and athletic injuries.

PSY 2063 SOCIAL INFLUENCE & PERSUASION (3 cr)
This course will involve an examination of selected topics in social influence and persuasion- the processes through which a person or group changes or attempts to change the opinions, attitudes, or behaviors of another person or group. Using scientific research and current theories on persuasion, we will explore such topics as compliance, conformity, obedience, destructive cults, propaganda, social epidemics, and the application of persuasion principles to promote positive social change.

SPN.1005 SPANISH FOR BEGINNERS I (4 cr)
Beginning course designed primarily to teach the elements of Spanish grammar and language structure through a communicative approach. Emphasis is on building vocabulary and language patterns to encourage
spontaneous language use in and out of the classroom. Open to students with no previous training in Spanish and to others on assignment by placement test. This course is complemented by a required language lab session.

**SPN.1013 INTERMEDIATE SPANISH I (3 cr)**
This course reviews the principal elements of Spanish language structure and Hispanic culture, concentrating on fluency and accuracy through listening, speaking, reading, and writing activities.

**SPN.3008/5008 Short Stories from Latin America (3 cr)**
This course is an introduction to the Latin American short story genre focusing on the evolution and variety of Latin American short stories in the 20th and the 21st centuries. Short stories of different literary periods (realism, naturalism, criollismo, indigenismo, existentialism, avant-garde, etc.) will be analyzed, discussed and criticized in class. Theory on the short story genre will be also studied. The course will enable students to gain a better understanding of literary, cultural, and historical trends in the Latin American world. Selections will include works of internationally renowned authors such as G. García Marquez (Colombia), C. Fuentes (Mexico), M. Benedetti (Uruguay), J. L. Borges (Argentina), A. Carpentier (Cuba), J. Cortazar (Argentina), and some other authors. The course is taught in Spanish.

**SPN.3026 MODERN SPANISH NOVEL (3 cr)**
This course surveys some of the most important novels of the 19th and 20th centuries, from realistic and naturalistic master-pieces of Galdos and Clarín, to the postmodern authors of the recent decades. Each novel will be studied in relation to its historical and cultural background.

**SPN.5026 MODERN SPANISH NOVEL (3 cr)**
This course surveys some of the most important novels of the 19th and 20th centuries, from realistic and naturalistic master-pieces of Galdos and Clarín, to the postmodern authors of the recent decades. Each novel will be studied in relation to its historical and cultural background.
SUMMER 2016: SESSION II
COURSE DESCRIPTIONS

Refer to the schedule on pages #—# for dates and times. School of Arts and Sciences and School of Education students should consult their advisors for course selection.

ART 3057 EXPERIMENTAL PRINTMAKING (3 cr)
Painters, photographers, sculptors, illustrators, and graphic designers are invited to bring their aesthetic techniques into the experimental class. The course is arranged so that we can accommodate the individual styles of the students based on their various aesthetic disciplines. The course will include drawing, painting and collage in combination with traditional printmaking techniques. We will explore Intaglio and relief printing. We will also investigate monoprints and collage prints. This course requires some previous art experience. Three required hours of lab time per week.

ART 4002 WATERCOLOR (3 cr)
This course provides a foundation for techniques involved in watercolor. The class explores the specific methods of watercolor, both traditional and contemporary applications. Students will work in class as well as in the natural landscape.

ART 4003 PAINTING (3 cr)
Offered for all levels, beginners to advanced. The course emphasizes each student's unique potential while exploring a variety of concepts and techniques. Representational and abstract forms are explored utilizing still life, the human figure, and other sources of visual expression. The student may choose to use either acrylic or oil paints. Three required hours of lab time per week.

ART 5010 WATERCOLOR (3 cr)
This course provides a foundation for techniques involved in watercolor. The class explores the specific methods of watercolor, both traditional and contemporary applications. Students will work in class as well as in the natural landscape.

ART 5024 PAINTING (3 cr)
Offered for all levels, beginners to advanced. The course emphasizes each student's unique potential while exploring a variety of concepts and techniques.

ART 5057 EXPERIMENTAL PRINTMAKING (3 cr)
Painters, photographers, sculptors, illustrators, and graphic designers are invited to bring their aesthetic techniques into the experimental class. The course is arranged so that we can accommodate the individual styles of the students based on their various aesthetic disciplines. The course will include drawing, painting and collage in combination with traditional printmaking techniques. We will explore Intaglio and relief printing. We will also investigate monoprints and collage prints. This course requires some previous art experience. Three required hours of lab time per week.

BIO 1002 Principles of Biology (4 credits)
The second part of a two-semester lecture sequence, complemented with hands-on laboratory experience, that stresses the major biological principles and concepts that serve as the foundation for study in the biological and health-related fields. The second semester stresses animal and plant organization, development, and physiology. The first semester includes topics such as the chemistry of biological systems, cell and historical organization, membrane transport, metabolism and evolution of organisms; however, the major focus is on the principles of Mendelian genetics, molecular genetics, and population genetics. Laboratory sessions provide opportunities for students to gain technical experience and to improve laboratory-related writing skills. Prerequisite: BIO.1001, with a minimum grade of C.

CAM 2009 MULTIMEDIA COMMUNICATION (3 cr)
This course helps students develop reliable vocal and listening techniques that will result in clear, healthy communication. Through oral presentation of formal and informal speeches, discussion and work with notable literary texts and speeches, and introductory studies in nonverbal, interpersonal and intercultural communication, students will practice the expression and exchange of ideas in a logical, well-organized manner.

CAM 3072 SOCIAL MEDIA (3 cr)
This seminar historicizes information technologies in relation to cultural developments as new media
emerged. We begin with the revolution engendered by print media, and move on to the telegraph and telephone, photography and cinema, radio, TV, and communication satellites. One focus is the industries and cultures that developed with each medium, and how technological change interacted with industrial and political change to alter the very nature of communication. We finish with digital media and how internet culture and new media are transforming older paradigms. Research paper required.

CHM 1002 PRINCIPLES OF CHEMISTRY II (3 cr)
Topics include Rate of Reaction; Gaseous Chemical Equilibrium; Acids and Bases; Equilibria in Acid-Base Solutions; Complex ion and Precipitation Equilibria; Spontaneity of Reaction; Electrochemistry; Nuclear Reactions; Complex Ions and Coordination compounds; Chemistry of the Metals and Nonmetals; and Intro to Organic Chemistry. Prerequisite: Minimum grade of C- in CHM 1001 and in CHM 1003. Corequisite: CHM 1004, unless a grade of C- or better was previously earned. Note: This course is intended for Science majors and Pre-health students. It must be taken with CHM 1004 in order to fulfill a Scientific Reasoning competency and Science Distribution requirement. (Spring & Summer Session II)

CHM 1004 PRINCIPLES OF CHEMISTRY LAB II (1 cr)
This course presents laboratory techniques and experimental methods that demonstrate the principles studied in CHM 1002. Prerequisites: Minimum grade of C- in CHM 1001 and in CHM 1003. Corequisite: CHM 1002, unless a grade of C- or better was previously earned. Note: This course must be taken with CHM 1002 in order to fulfill a Scientific Reasoning competency and Science Distribution requirement.

CHM 2002 ORGANIC CHEMISTRY II (3 cr)
This course is a study of the major classes of organic compounds, designed to provide students with the background in organic chemistry needed for advanced study in chemistry and the life sciences. Topics include structure determination: mass spectrometry, IR spectroscopy, 13C NMR and 1H NMR spectroscopy, and UV-VIS spectroscopy; conjugated compounds; benzene and aromaticity; electrophilic aromatic substitution; alcohols and phenol; ethers, epoxides, thiols and sulfides; carbonyl chemistry; chemistry of aldehydes and ketones; and chemistry of carboxylic acids and nitriles. Prerequisite: Minimum grade of C- in CHM 2001 and in CHM 2005. Corequisite: CHM 2006, unless a grade of C- or better was previously earned.

CHM 2006 ORGANIC CHEMISTRY LAB II (cr)
This course applies laboratory techniques and experimental methods to the topics and reactions studied in CHM 2002. Prerequisites: Minimum grade of C- in CHM 2001 and in CHM 2005. Corequisite: CHM 2002, unless a grade of C- or better was previously earned.

ECO 1012 PRINCIPLES OF MICROECONOMICS (3 cr)
This is an introductory treatment of the behavior of consumers and business firms and how they interact in markets. Demand and supply analysis is used to show how price and output will change when market conditions change in a variety of different competitive settings.

EDAD 5008 ETHICS & SOCIAL RESPONSIBILITY (3 cr)
This course examines the ethical foundations of educational activity, the relationship between school and society, the role of ethical judgment in educational decisions, and the relationship of ethics and social responsibility to organizational performance. Emphasis is placed on authentic, contemporary problems experienced in education, business, and society through the use of case studies, role-playing and simulation. Students will develop a character education school action plan.

EDAD 5009 TECHNOLOGY FOR ADMINISTRATORS (3 cr)
This course strives to prepare current/prospective K-12 administrators to use information technologies effectively and efficiently in order to support student learning and professional productivity. This hands-on course is designed to move participants from theory to practice and to assist them in the application of technology skills and knowledge that will support the needs of their current school communities and future leadership settings.

EDAD 5016 UNDERSTANDING/ APPLYING DATA I (3 cr)
This course will provide the foundation for the use of data as an instructional tool. It is designed to take students from the philosophical underpinnings of data driven instruction through the practical applications of data collection, data analysis and data driven instructional decisions. Additionally, students will role play conversations with teachers about student data and the implications for student achievement. This process will provide students with the framework necessary to lead a department, a building, or a district in
incorporating the use of data as an essential element of the instructional program

EDU.5000.01/5000.02FL FOUNDATIONS OF EDUCATION (3 cr)
This introductory course provides an overview of the field of American education. It investigates major issues, which have affected learning and teaching in the U.S. Through active class involvement, the learning/teaching dyad, its social, political, economic antecedents and possible consequences are analyzed. Field experience required.

EDU.5017 FOUNDATIONS OF EARLY EDUCATION (3 cr)
An introduction to the historical, philosophical, and cultural roots of early childhood education including traditional, current and innovative models for early childhood programs. Field experience required.

EDU.5026.01/50265.02FL Literacy in the Content Areas (3 cr)
Learn to integrate literacy with English, Social Studies, Science, Mathematics and The Arts so that students can effectively construct meaning from informational texts. Teachers develop strategies based on current theory and practice to teach comprehension, vocabulary and study skills. Students acquire an integrated and balanced approach for improving literacy at the elementary, middle and high school levels. (Literacy Course)

EDU.5085 INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH LEARNING AND BEHAVIORAL PROBLEMS- (SPEC ED) (3 cr)
Examine the instructional strategies for students with learning disabilities. Cover topics including: language, reading, written expression, mathematics, behavior management, social inter-action, alternative evaluation techniques and criteria. (Special Ed Course)

EDU.5107 CHILDHOOD MATHEMATICAL METHODS (3 cr)
Focus on methods and materials for teaching mathematics to elementary students. Learn to use concrete and representational materials and appropriate technology to develop math skills, independent thinking and problem solving. Demonstrate skills for applying relevant mathematics education research in the classroom. Not counted as Liberal Arts

EDU.5108 CHILDHOOD SCIENCE METHODS (3 cr)
Learn process skills and content for elementary science programs. Participate in direct, hands-on experiences as well as lecture and discussion. Develop a science unit.

EDU.5130 CLASSROOM MGT: SPECIAL EDU (3 cr)
This course focuses on a theoretical and practical approach to classroom management, organization and discipline. It includes an analysis of the way these issues relate to the nature of learning and classroom interactions. Methods and techniques of effective teaching will be addressed, including organizing the classroom environment to include different learning styles, multilevel instruction, managing cooperative learning groups, preventive, supportive and corrective discipline, behavior modification, self-management techniques and assessment. Teacher candidates will prepare a classroom management plan. Field experience required. (Special Ed Course)

EDU 5134 TRANSITION FROM SCHOOL TO ADULT LIFE SPECIAL EDUCATION COURSE (3 cr)
Explore the issues faced by youth as they make the transition from school to employment and adult life and the competencies needed by professionals responsible for implementing transition services. Examine the transition services initiative (its history and legislation), theoretical and existing models of service delivery, characteristics of the population receiving transition services, strategies for building collaborative relationships among agencies and personnel, and strategies for planning and implementing instruction. Field experience required. (Special Ed Course)

EDU 5157 EXPOSITORY WRITING INSTRUCTION SPECIAL EDUCATION COURSE (3 cr)
Learn strategies for teaching expository writing skills as presented in the Basic Writing Skills program. Topics include the development of complex sentences, outlines, paragraphs and compositions as well as revising and editing. (Offered at Windward School). (Special Ed Course)

EDU 5200 STRUCTURE OF ENGLISH (3 cr)
Review English grammar for the purpose of developing classroom activities and materials for the teaching of semantics, syntax, morphology and phonology of English to students with limited proficiency. Field experience required.

EDU 5204 METHODS OF TESOL (3 cr)
Integrate language learning and theory into classroom practice. Develop instructional techniques and survey materials for promoting the four language skills of listening comprehension, speaking, reading and writing. Field experience required.

EDU 5215 TEACHING ESL IN CONTENT AREAS (3 cr)
Focus on second language teaching techniques to
improve an LEP student’s proficiency in understanding content area subjects. Learn from required lesson and unit plans and peer teaching. Field experience required.

EDU 5216 CULT PERSPECTIVES FOR EDUCATORS (3 cr)
Utilize basic anthropological, psychological and historical principles for understanding cultural problems faced by non-native learners of English. Investigate the cultural background of various communities represented in New York State including selected Asian, Mediterranean and Spanish-speaking societies. Field experience required.

EDU 5245.01HL METHODS OF TEACHING FOREIGN LANGUAGE IN THE GRADES (3 cr)
Explore theory and methods of teaching foreign language and culture in elementary school programs. Focus on the development of language skills in a communicative setting. Identify topics and language uses, which are relevant to various age groups and define the proficiency level appropriate for each group. Learn from special presentations by experienced teachers of exploratory, immersion, and early middle school programs. This 45-hour NYS-approved course is required for extension of second language certificates to K-6. Field experience required.

EDU 5274 METHODS TEACHING LITERACY II (3 cr)
The second part of Literacy methods courses that provides an understanding of research-based best practices in literacy instruction. Apply strategies and materials used in a comprehensive, balanced literacy program. Examine models of thematic units that integrate literacy with content areas. Construct a unit of study that demonstrates the ability to evaluate and select strategies that integrate a variety of texts across disciplines to meet the needs of diverse learners. (Literacy Course)

EDU 5295 TEACHING HEALTH ED, PE, FAMILY (1 cr)
Examine the characteristics of positive and negative health behaviors while learning appropriate reinforcement and prevention strategies. Learn methods of teaching physical education skills at the childhood level. Focus on current issues in family and consumer science. Field experience required. (Special Ed Course)

EDU 5295A CHILDHOOD DRUG ED METHODS 1-6
This course will engage the learners in activities that focus on drugs that would be discussed at the elementary level. These include but are not limited to: Over-the-counter (OTC), tobacco, alcohol, as well as house hold products and prescription medicines. Various types of deterrent programs will be examined to determine effectiveness of commonly used school curricula. The variety of categories of drugs will be discussed in terms of the effect of the drug on the body and mind.

EDU 5367.01/5367.02 METHODS TEACHING LITERACY I (3 cr)
The first in a pair of courses that provides a research-based introduction to literacy teaching and learning for children in grades PreK-6. Students will be introduced to the theories, approaches and methodology of teaching reading and writing in the elementary classroom. Emphasis will be on helping students develop an informed, integrated and balanced approach to the planning and instruction of reading and the language arts; with a strong focus on phonemic awareness and strategies for teaching phonics. Field experience required. (Literacy Course)

EDU 5371 TECHNOLOGY IN SPECIAL ED (2 cr)
This course will examine ways to use technologies in planning, implementing and managing the teaching and learning environments for students with special needs and learn how to evaluate, select, develop and adapt technologies. The focus will be on such topics as technologies for assessment and planning, as well as for implementing and modifying instruction, selecting hardware and software, uses of and regulations regarding assistive technology, and using technology to support the principles of universal design. Field experience required. (Special Ed Course)

EDU 5380 CURRICULUM, MANGMNT & ASSESS (3 cr)
Explore ways for childhood educators to develop curricula, plan and implement instruction within the full range of students' abilities in a role as an apprentice in a school setting. Develop methods for assessing student learning. Examine the application of research as a method for gathering data, planning and assessment towards instruction improvement and student performance. Field experience required.

EDU 5387 FUNDAMENTALS OF MIDDLE CHILDHOOD EDUCATION (3 cr)
This course will focus on the sociological and academic factors that have resulted in the creation of the modern middle school concept. The course will emphasize how active learning, team structures, and lesson design can support the social, emotional and intellectual development of students in the middle grades. We will
develop strategies for motivation, instruction, assessment, and classroom management. We will also explore how to create a collaborative environment among students, colleagues, and parents and examine the effects of state standards and mandated testing. Students are expected to be active participants in the conception and creation of lessons.

EDU 5393 FOUNDATIONS OF SPECIAL ED (3 cr)
This course is designed to provide an overview of the field of special education. The objectives are to make the teacher-candidate more aware of federal and state special education laws which provide for the identification of individuals with disabilities, the process of determining entitlements to special education services, and the models of teaching that provide for educating the child in the least restrictive environment (LRE) under the umbrella of IDEA and NCLB. The importance of inclusive education and the use of Response to Intervention (RtI) are also addressed. The course provides an overview of theories, diagnostic procedures, and remedial teaching strategies which address students with the broad spectrum of ELNs including: learning disabilities, emotional and behavioral disorders, physical disabilities, autism spectrum disorders, intellectual disabilities, other health impaired, and low incidence disabilities (deaf/hearing impaired, blind/visually impaired). In addition, the course will address the special needs of ELLs and students from different cultural milieus in accessing the school curriculum. Further, teacher candidates learn about effective practices for planning and designing co-teaching and collaboration with peers, individualizing instruction, and applying interventions to address student and classroom management needs. Fifteen hours of field experience in diverse settings is an integral component of the course in order to assist the course participant in linking the classroom didactic with life experiences in the schools and agencies providing education and intervention.

EDU 5454 LITERACY DEVELOPMENT GRADE 3-6 (3 cr)
Study the relationship among reading, writing, speaking and listening in the context of the elementary classroom. Investigate a variety of methods and strategies that strengthen vocabulary, comprehension, word study and fluency for diverse learners. Readers’ and writers’ workshop strategies will be emphasized as a means to structure the language arts curriculum and to provide authentic literacy experiences. Strategies to assess classroom work in order to inform differentiated instruction will be applied to an interdisciplinary unit that also includes technology. Students will complete a literacy profile on one student. (Literacy Course)

EDU 5506 LANGUAGE AND LEARNING: RELATION TO ACADEMIC SUCCESS (1 cr)
Language influences every aspect of the curriculum, affecting the way children learn and teachers teach. This course will focus on the role language plays in learning, including decoding and comprehension, vocabulary and concept knowledge, thinking and reasoning, narrative development, writing and social skills. Participants will learn techniques and strategies for enhancing language learning in the classroom. (Literacy and Special Ed Course)

EDU 5555 TEACHING CONTENT IN BILINGUAL CONTEXT (3 cr)
Students will explore strategies for teaching English Language Learners through the native language and culturally-appropriate curriculum which promotes transfer of knowledge. They will learn methods for developing and promoting native language literacy and language arts and for advancing content area knowledge through the native language. They will survey and learn to choose appropriate native language curricular materials and appropriate assessments of native language attainment, content knowledge, and literacy, including for those with special needs. (Field experience hours required.)

EDU 5630 THE WRITING ROAD TO READING I (3 cr)
This course is offered through the Rose Institute for Learning and Literacy. The Writing Road to Reading 1 enables you to teach reading and writing so students read fluently, are able to draw on a rich vocabulary, understand the structure of the language, and become competent writers. You will acquire the knowledge and skills to teach scientifically-based content and methodology. The content includes phonemic awareness, systematic phonics, vocabulary, sentence construction, composition, fluency, text structures, and text comprehension. The curriculum is structured, sequential, and cumulative. The methodology is explicit, interactive, diagnostic, multisensory, and integrated. The
Writing Road to Reading 1 is designed for general and special education teachers, administrators, curriculum specialists, and speech and reading specialists, and is recommended for instructional assistants and tutors.

ENE 5005 LITERATURE FOR ADOLESCENTS (3 cr)
This course is designed to introduce students to literature commonly taught in middle and high school classes. The readings will give students an opportunity to explore works that speak to the developmental and psychological needs of young adults. Through recent publications as well as classics of literature, we will examine the history of young adult literature and the social and literary movements that have influenced it. Because they depict conditions and experiences familiar to middle and high school students, these works are frequently included in the secondary school teaching canon. The readings are selected to be representative of genre and theme and reflective of reading levels from 6th grade through 12th. Most importantly, students will develop criteria for selecting literature for the classroom and become actively involved in creating strategies for effective instruction.

Education: Children’s Environmental Literacy Foundation Summer Workshop (EDU 4449 & EDU 5551)

EDU 5549 Sustainability Education Institute (2 cr)
The Institute for Sustainability Education is an intensive collaborative experience designed to build a community of K-12 educators who are sustainability education leaders and practitioners. The Institute features focused strands for grades K-5, 6-8 and 9-12. Participants will build content knowledge including sustainable development, ecological footprint, Green Chemistry, ecological economics, energy technology, and related topics. Participants will explore and create resources and curricula integrating concepts of sustainability into existing standards-based math, social studies, science and ELA curriculum, applying interdisciplinary problem-based, inquiry-based, constructivist learning and systems thinking. Extensive action-oriented resources will be provided. Program evaluation support for participants will continue throughout the year to assess the Institutes’ impacts on student achievement.

EDU 5551 Environmental Concepts & Design for Middle School (1 cr)
Participants explore a middle school unit that integrates standards in earth science, biology, and physics. Topics and concepts explored include food chains and biomagnification, entropy, energy & recycling, polymers & biodegradation, product life cycles and materials use, price and cost, organic, sustainability & more.

Participants learn how to help middle schoolers build literacy and analytical skills leading to informed decision-making and meaningful action.

ENG 2047 THE JAZZ AGE (3 cr)
This course will examine a period in American social and intellectual history that produced some of the grandest names in literary folklore and a timeless catalog of great literature. The battlefields of World War I, 1920’s Paris and New York, the beaches of Key West and the French Riviera, and the breadlines of the Great Depression are just a sample of the settings out of which emerged a feverish moment in American literature.

ENW 5210 Fiction Workshop (3 cr)
Students study language, tone, structure, dialogue and point of view in order to get at how to create compelling, empathetic characters on the page. We examine extensively the ways exemplary stories connect with readers. The semester’s work consists largely of reading and exercises, with some workshopping of student writing. Students are to be thoroughly familiar with the assigned readings and are expected to have useful and insightful responses to relevant issues of craft. The final requirement for the class is a short story (most likely between 8 and 30 pages in length) or a chapter or two of a novel (same page requirements) that has been workshopped at least once.

FIN 3010 CORPORATION FINANCE (3 cr)
This course explains the principles of valuing risky assets through time. Capital budgeting, that is, investment and financing, is examined through discounted cash flow models and the capital asset pricing model. Finance theory allows students to understand stock and bond valuation as well as decisions made by financial managers.

MAC 1075 COMPUTERS AND INFORMATION TECHNOLOGY (3 cr)
This introductory level course is a survey of the computer hardware and software currently used in electronic data processing. Topics covered include: data representation, storage devices, input/output devices, computer hardware, operating systems and programming techniques. Students learn to use a word processor, spreadsheet, database, and presentation designer. Students will create and post a website.
MATH 1006 MATH FOR LIBERAL ARTS (3 cr)
This course is intended as an invitation to anyone who, while not interested in developing a technical facility in calculation, is interested in gaining an appreciation of the methods and scope of mathematics. The emphasis will be on topics not usually covered in a general algebra - trigonometry sequence. The approach will be conceptual, rather than computational.

MATH 1012 PRECALCULUS (4 cr)
The purpose of the course is to broaden and strengthen the student's high school mathematics background and to prepare for the study of calculus. Topics will include algebra and functions including exponential, logarithmic and trigonometric functions.

MGT.1007 COMPUTER CONCEPTS BUSINESS AP (3 cr)
Students become familiar with a wide range of computer, network and database technologies, and the use of these technologies within business and society. Students will also become proficient in the use of spreadsheet, database and presentation personal productivity software.

MKT.1003 INTRODUCTION TO MARKETING (3 cr)
Students are given a hands-on understanding of the tools of marketing. Marketing tools are integrated into the marketing system. Topics include consumer behavior, product design, segmentation, advertising, promotion, selling, pricing, distribution and financial feasibility.

MPE 5531 PRINCIPLES OF RHYTHMS, DANCE, AND GYMNASTICS (3 cr)
Explore pedagogical content knowledge needed to select, teach, and perform rhythmic activities and dance, and a variety of gymnastic skill progressions for ages three through adolescence.

MUB.1011 INTRO TO MUSIC BUSINESS (3 cr)
Required of Music Management majors, but open to all students with a particular interest, this course offers important insights into the intricacies of a cross-section of major areas in the music business world. Its comprehensive survey includes an analysis of both the physical and digital realms of the music business.

MUTR 1012 MUSIC THEORY II: DIATONIC (3 cr)
This is a continuation of MUTR 1011. Topics include: seventh chords, inversions, part writing, modulation, chords with secondary function and an introduction to binary and ternary forms. Prerequisites: Successful completion of MUTR 1011.

PHY 1002 College Physics II (4 cr.)
This course is the second half of the two-semester, non-calculus based general physics sequence. Topics include: electric force and electric field, electric potential energy and electric potential, direct-current circuits, magnetic force and magnetic field, magnetic induction, electromagnetism, alternating- current circuits, electromagnetic waves and light, geometrical optics, wave optics, and introduction to special relativity, quantum physics (particle-wave duality), atomic and nuclear physics. There is an accompanying laboratory. Prerequisite: PHY.1001.

POS.2100 Law and the Presidency (3 cr.)
This course takes an historical look at the American Presidency in relation to the American Constitution and the American system of law. After an introduction on the perils and challenges of the Presidency today, it looks back at the sources of the framers' ideas of executive power -- in the writings of state crafters and philosophers like Machiavelli and Locke, and in the experiences the framers had of prerogative power in England and the colonies. It then focuses on the creation of the Presidency in the Constitutional Convention of 1787 and moves on to consider the contributions of several of our Presidents -- Washington, Jefferson, Jackson, Lincoln, TR, Wilson, FDR, Truman, Nixon, and Reagan. Emphasis on presidential personality, war powers, presidential elections. Satisfies perspective requirement for Legal Studies and Criminal Law concentrators and minors.

PSY 1004 Fundamentals of Psychology (4 cr.)
This course is designed to introduce students to the major ideas in psychology. Prior knowledge of psychology is not expected. Topics include the history of psychology, sensation and perception, brain and behavior, learning, memory, and cognition, as well as developmental, personality, and social psychology, and psychopathology.

PSY 2009 Social Psychology (3 cr.)
This course provides an introduction into the concepts, theories, and research used to study how people think about, influence, and interact with each other. The emphasis will be on the situational, social, and interpersonal factors that affect the individual. Topics to discuss will include social judgment, self- and social- identity, attitudes, interpersonal relationships, conformity, persuasion, group influence, forensic psychology, prejudice, prosocial behavior, and
aggression. Pre- or Corequisite: PSY 1004 Fundamentals of Psychology.

**PSY 2065 Industrial and Organizational Psychology (3 cr.)**
This course will introduce methods, practice, research and theories in I/O or industrial and organizational psychology. The course will focus on how an enterprise and its organization impacts employee behavior, productivity/performance and well-being. Topics include: leadership, ethics, motivation, occupational health, team building and communication in the work place. In addition, personnel decisions, employee relations and union/management issues will be discussed. Both real-world applications and research will be emphasized throughout the course.

**SOC.1001 INTRODUCTION TO SOCIOLOGY (3 cr)**
This course provides an overview of the broad scope of the discipline of sociology. Basic concepts and theories will be discussed as students are introduced to the major fields of study within sociology. The sociological perspective, as a useful view of the human condition, will serve as the central theme of the course.

**SOC.2021 RACE AND ETHNICITY (3 cr)**
Racial and ethnic conflict and change in an historical context. Emphasis on the United States, but a comparative, global perspective will be developed. Specific topics include: racial and ethnic ideologies and public policy; race and class relations; ethnic mobility and the assimilation process; social scientific controversies in racial and ethnic studies; and strategies for change.

**SPN 1001 Intensive Intro Spanish (4 cr)**
This is an intensive two-week Spanish immersion course for students with little or no previous knowledge of Spanish. It will cover the equivalent of one semester of introductory college Spanish. The focus is on oral communication and the meaningful use of language. It also introduces students to Hispanic culture. Spanish will be spoken at all times. Classroom instruction is based on the communicative approach, which encourages students to exchange and communicate real-life information and ideas.

**SPN 1002 Intensive Intro Spanish (4 cr)**
This course is a continuation of SPN 1001 Intensive Introductory Spanish I. Prerequisite: 1 semester of college Spanish, or at least 1 year of high school Spanish.

**SPN 1008 SPANISH FOR BEGINNERS II (4 cr)**
Continuation of SPN 1005.

**SPN 1014 INTERMEDIATE SPANISH II (3 cr)**
Reading and discussions of contemporary Hispanic texts and review of the main grammatical concepts of Spanish. Cultural videos are used in class.

**SPN 2009 MORE EFFECTIVE READING IN SPANISH (3 cr)**
The main objective of this course is to develop reading comprehension techniques and to improve vocabulary related to different areas (legal, medical, financial, arts). The student will read a great variety of texts and will discuss them in class, working in groups and doing all kinds of comprehension exercises. Compositions, text summaries, and class presentations will be part of the course.

**SPN 3055 SPANISH LINGUISTICS FOR TEACHERS (3 cr)**
This course, taught entirely in Spanish, addresses areas of Spanish linguistics such as Second Language Acquisition theories, the verbal system, the modal system, semantics and lexicon, sociolinguistics and bilinguism, and it’s aimed to expand and reinforce students existing knowledge of the Spanish language and its cultural/linguistic issues. This course provides a background of concepts and practice of the Spanish language grammatical and semantic concerns that are usually problematic for English speaking teachers, teachers of Hispanic descent, or students of any background aiming to become teachers of Spanish. This course provides the students an avenue to expand even further the Spanish Department’s goals and objectives, which are to develop the three main skills in language learning: write, read, speak and intensely understand the acquired language.

**SPN 5055 SPANISH LINGUISTICS FOR TEACHERS (3 cr)**
This course, taught entirely in Spanish, addresses areas of Spanish linguistics such as Second Language Acquisition theories, the verbal system, the modal system, semantics and lexicon, sociolinguistics and bilinguism, and it’s aimed to expand and reinforce students existing knowledge of the Spanish language and its cultural/linguistic issues. This course provides a background of concepts and practice of the Spanish language grammatical and semantic concerns that are usually problematic for English speaking teachers, teachers of Hispanic descent, or students of any background aiming to become teachers of Spanish. This course provides the students an avenue to expand even further the Spanish Department’s goals and objectives, which are to develop the three main skills in language learning: write, read, speak and intensely understand the acquired language.
SUMMER 2016: School of Business
Master of Science in Sport Business
Management  Course Descriptions
(Summer I and II: May 31 –Aug 5)

MSBM.5017.01HL Sport Communications (3 cr)
(May 31 to August 5/Hybrid)
This course will feature a comprehensive look at
sport communications from many perspectives in a
fun and interactive environment. There will be
lectures, group discussions, challenging exercises
and insightful speakers who work at the top level of
the sports world. Ultimately, this course will provide
students with an awareness of the profession, its
role in the industry and an examination of the skills
it takes to succeed.

MSBM.5020.01HL Sport Media Content (3 cr)
(May 31 to July 1/Hybrid)
This course is designed to provide the sports
business manager with an overview of the
importance of sports content in the sports industry.
Course content focuses on developing basic
knowledge and understanding of sports content,
the distribution models from broadcast to mobile
phones, and the different revenue business plans
out there to support licensing the content.
Attention is given to the history of sports content
distribution. The components of the course include
developing content, utilizing sponsorships, barter
deal, and rights management.

MSBM.5015.01HL Entrepreneurship (3 cr)
(July 5 to August 5/Hybrid)
Explores the entrepreneurial process and
introduction to problems and issues involved in
creating a new business or in taking an existing
company to the next level. Considers not only
stand-alone start-ups, but also new business
ventures within a large corporation. Identifies
promising ideas, and assists in developing a
business plan and securing financing. It further
develops an overall outlook with an understanding
of the knowledge and skills required for effective
entrepreneurial leadership in today’s highly
competitive and global e-commerce marketplace.
Employs the team-based case study method, and
invites successful entrepreneurs and corporate
leaders who foster innovations as guest speakers to
address key topics.
SUMMER 2016: School of Business Master of Science Module Course Descriptions (May 31 – July 31)

HROE 5101 Business Strategies for a Globally Diverse Workforce (3 cr)
This course will extrapolate and present topical developments in the diversity and inclusion space from a business and global perspective. The evolution of D & I now requires that leaders and organizations understand the CBA/ROI of this dynamic discipline. The strategic aspect of the course will look at D & I as a business driver by discussing strategic differentiation and tactical planning which leads to organizational engagement and transformation. Examples will be presented and highlighted in this regard by analyzing expanded market segmentation, stock performance indicators, increase board composition and the alignment of D & I in performance goals for managers and other leaders in an organization. Furthermore the course will provide an immersion into the dissection, analysis and discussion of how metrics and analytics has impacted business strategy for a globally diverse workforce. Students will be exposed to cutting edge nuances such as updates and developments in cultural competence, exposure to the concept of diversity maturity and an introduction to the dynamic concept of microinequities. Moreover we will explore the absolute best practices in diversity and inclusion and also illustrate what happens when diversity insensitivity permeates a organization. Through the use of lectures, interactive discussions and dialogues, group exercises, multimedia, case studies, business simulations, and mapping, the students will explore a myriad of dimensions of diversity. Upon successfully completing this course, students will be able to integrate their understanding of cultural diversity and its respective dimensions to other core workplace challenges and will have mastered the basic fundamentals of, and perspectives on, business strategies for a globally diverse workforce.

HROE 5603 Total Rewards (3 cr)
This course offers a practical overview of the components, definitions and strategy of the total rewards model and each element important to Human Resource Professionals. Through a combination of lectures, class discussions, role-playing, and scenario analysis the course will focus on the concepts and practices of total compensation management with an emphasis on current theories of motivation and employee engagement. It will provide students with an understanding of compensation, benefits, performance and recognition, career development and work/life initiatives. Consideration will also be given to such topics as job evaluation techniques, the determination of competitive compensation levels, performance appraisals and incentives, wage and salary policy, and compensation and benefit trends. Approaches to the effective integration and communication of the total reward programs will be examined. Substantial coverage of the role of employee engagement in performance management will enable the student to appreciate its importance. Current trends in compensation and benefits will be discussed and evaluated. Upon successful completion of this course students will have gained an in-depth look at rewarding employees by designing and delivering effective rewards systems within organizations.

MFIN 5501 International Finance (3 cr)
This course is an overview of international financial markets and institutions. Topics include an introduction to the foreign exchange markets, in which nearly $4 trillion worth of currencies and foreign exchange derivatives are traded each day. Several types of products trade in these markets, including spot transactions, forward transactions, swaps and options. Much of this activity is due to commercial banks and securities dealers, along with corporations seeking to hedge their exposure to foreign exchange risk. In addition, central banks may periodically intervene in foreign exchange markets in order to pursue domestic policy goals. The factors that determine the value of exchange rates and the relationship between nominal and real exchange rates is also covered in detail, along with several international parity conditions such as purchasing power parity, the International Fisher Effect, and interest rate parity. The course also explores different strategies for hedging foreign exchange risk. Pricing models for each type of derivative are also examined. A variant of the Black-Scholes model, the Garman-Kohlhagen model, is used to price foreign exchange options as well as derive several measures of risk that are collectively known as the Greeks. The course
closes with a closer look at the role of central banks in foreign exchange markets, alternative exchange rate systems, international investment and diversification, and the management of portfolios of domestic and foreign bonds.

**MFIN 5610 Mergers, Acquisitions, Private Equity & Leveraged Buyouts (3 cr)**

Mergers and acquisitions refer to the buying or selling of divisions or entire companies in order to increase efficiency and thereby enhance shareholder value. This course analyzes the process by which potential takeover targets are identified, how these targets are valued and how a takeover is financed. The course is heavily based on the case study approach; several historical examples of mergers and acquisitions will be analyzed in great detail. The course begins with a thorough examination of techniques for valuing a corporation including discounted cash flow valuation and comparable valuation. Alternative techniques for financing a merger or acquisition are also explored.

**MFIN 5711 Fixed Income Analysis (3 cr)**

This course provides a thorough analysis of the key features of derivative securities along with strategies for managing risk with these instruments. Students will gain an in-depth understanding of derivatives, financial engineering and risk management. The course introduces students to derivatives based on equities, fixed income and commodity instruments. Option pricing methodology is presented from the perspective of speculators/investors with the emphasis on understanding the concept of risk neutral valuation as exemplified with binomial model. The course covers the costs and benefits of risk management and their uses and applications. Concepts of VaR, scenario analysis and crash testing are explained. Alternatives to VaR, such as Expected Shortfall, are examined. Techniques such as stress testing, scenario analysis and back testing results of the Value at Risk methodology are introduced.

**MGPS 5000 Business Strategy (3 cr)**

Strategy is the heart and soul of any business. The essence of business strategy is to understand your organization’s uniqueness and order-winning criteria. This course will focus on how classic strategy paradigms such as differentiation; brand creation; core competency expertise; speed to market; value migration and leadership in the areas of cost reduction, technology and innovation are linked to a sustained competitive advantage. In addition, the course will examine how changes in the competitive landscape such as globalization, the rapid diffusion of technology, excess capacity, shifting marketplace demographics, increasing cost transparencies, the erosion of pricing power and the commoditization and unbundling of products/services; are creating both problems and unique opportunities. This course seeks to integrate and synergize all the disciplines required for effective business management. Emphasis will be placed on the ethical dilemmas that confront managers due to advances in technology, greater access to information, and more collaborative ventures that break down traditional proprietary boundaries. Given the recent wave of ethical lapses in business, students will be sensitized to the ethical considerations in any given decision-making scenario. Utilizing lectures, assigned readings, small group projects, case studies and a business simulation, the students will become proficient at business strategy analysis, creation and implementation within an ethical framework. A final class project will involve the creation of an Individualized Business Strategy Analysis and Action Plan, which applies the techniques learned during the course to any business selected by the student.

**MGPS 5010 Communicating Effectively (3 cr)**

Communication is crucial to the success of all leaders, but as you climb within an organization the ability to write and speak effectively is magnified. One needs to be able to talk, write and present effectively to a diverse group of stakeholders, such as customers, supervisors, subordinates, peers, buyers, etc. And while business leaders have marketing strategies, expansion strategies, finance strategies, even exit strategies, successful leaders also have communication strategies. This course explores how individuals can develop and execute effective communication strategies for a variety of business settings. The course emphasizes the essentials of developing personal communication skills, inclusive of persuasive verbal and written communication, influence mapping, and communicating for buy-in. Students study audience analysis, communicator credibility, message construction and delivery, and are given the opportunity to learn best practices in presentation skills, particularly important for those wishing to pursue entrepreneurial interests. Globalization confronts almost every aspect of
business from recruiting and managing a diverse staff to providing products and services, which cross language, time, and cultural barriers. This course delves into the two areas impacting a leader’s success in the global arena: technology and culture. Through a blend of class discussions, seminars, observations, practice, feedback and reflection, students will study frameworks for effective communication in a global environment and then apply these lessons in team and individual projects. Upon successful completion of the course, students will have learned how to: understand the purpose of effective communication and how it can facilitate or hinder individual and organizational performance, appreciate the importance and the management of challenges in communicating to internal and external stakeholders, deliver effective oral and written business presentations, incorporate technology to facilitate more effective communications.

MGPS 5020 Managing Risk (3 cr)
Worldwide theories, research, principles, and practices pertaining to the discipline of managing risk have evolved significantly over the past ten years, especially in countries such as Canada, the UK, Australia and New Zealand. Continued catastrophes have emphasized the need for more robust systems for managing risk accompanied by a highly sophisticated approach that supports the development of an appropriate risk mentality. This course is designed so that students can obtain a robust understanding in the discipline of risk management better-termed "managing risk". Students will review case studies of companies that have both been successful in their efforts to manage risk and those that have been unsuccessful. In both situations, an in depth analysis will be applied to determine the root causes for the successes and failures. Upon completion of this course students will have learned how to: gain an appreciation for evolution of this managing risk discipline over the past 20 years to what is now considered best in class thinking; extract the essential ingredients for managing risk throughout the organization and assemble them; take a holistic approach to risk using the objectives, principles, process and framework from ISO 31000; think in an integrated fashion and participate in effective risk management implementation efforts; conduct an initial assessment of the adequacy of a company's risk management system; and appreciate the role of rating agencies, regulatory agencies, various standard setters, other professional organizations, and the Board of Directors.

MGPS 5030 Creating Customer Value (3 cr)
Marketing activity is the engine that creates value in a business. It provides the focus for interfacing with customers, and is the database for knowledge about customers, consumers and competitors. Marketing focuses on both the achievement of short-term sales as well as the long-term relationship of a company to its customers, thus its critical role to the generation of revenue and profit for a firm. This course emphasizes the role of marketing in creating value for customers, which in turn creates value for owners, shareholders and employees. The course teaches what business managers need to know to create strategies that achieve competitive advantage for products and services. Topics taught in this course include (but are not limited to) analyzing market opportunities, competitive analysis, customer relationship management (CRM), customer decision-making, value of brand, product/service management, segmentation and target selection, product positioning, customer acquisition and retention, and social media leverage. At the conclusion of the course, students will understand (a) how companies create, capture and sustain competitive advantage in the marketplace, (b) the sources of value in product/service offerings and how they evolve over time, (c) the role of technology, operations and distribution in delivering value, and (d) effective responses to preempt, deter or effectively counter competitive moves.

MGPS 5050 Leading Effectively and Ethically (3 cr)
This course is designed for students to understand and apply key theories and best practices in leadership. Students will gain familiarity with important leadership concepts and hear, first-hand, the lessons-learned from leaders in business, government, military, and non-profit organizations. This is a highly interactive course that will engage students in identifying and applying what they've learned towards leading teams/organizations through challenging business scenarios. Topics include leadership concepts such as: situational leadership, transformational leadership, "Level 5" leadership/emotional intelligence, and "neuroleadership", cross-cultural models and theories, leadership competencies and assessment tools, actions and behaviors that model best practices in ethical
leadership, and leadership development approaches. Upon successfully completing this course, students will be able to integrate their understanding of leadership fundamentals in their own development as leaders as well as in the development of others through leadership development programs, mentoring, and coaching.

MKMC 5600 Brand Management (3 cr)
This course focuses on strategic and creative management of brands. It examines how innovative managers create brands that connect with customers by studying customer lifestyles, tapping into cultural meanings, managing customer experiences, and executing brand strategies, including brand naming and visual identity to advertising, new media, retail, packaging, product innovation and service. Specific topics will include: how companies create, capture and sustain competitive advantage through branding and brand equity; the branding process and building a customer relationship; brand building through customer networks; brand valuation and analytics; brand architecture, including building a global brand and brand extensions; brand research and measurement; how to survive a brand crisis; roles and responsibilities of brand managers. Class sessions will combine case studies, practical management tools, industry speaker perspectives, and small group exercises. A group term project will tie together all the concepts of the course in an applied challenge. Upon successful completion of this course, students are expected to have learned (a) the creative and strategic nature of branding, (b) the practical frameworks for managing a brand and experience project, and (c) tools for implementing a brand strategy in visual identity, communications and new media. Students are evaluated for their ability to master new concepts, think strategically, and generate truly creative solutions to everyday branding challenges.

MKMC 5602 Global Marketing Strategies (3 cr)
This course is designed to help students develop the knowledge and skills necessary to create global marketing strategies that provide competitive advantage. The aim is to combine the development of a conceptual framework with real life current examples of global marketing practices across a variety of industries. Students will gain an understanding of specific concepts, consideration and strategies that must be skillfully applied in conjunction with universal marketing fundamentals to ensure success in global markets. The course is practical, hands-on, and applied, thus allowing students to analyze and plan global marketing strategies. Extensive use of cases presents a challenging and real-life environment in which to apply and hone decision-making skills. Topics include: Global marketing environment, including social, cultural, legal and regulatory; Competitive dynamics, including how to understand, anticipate and effectively respond to competitive threats; Global market entry strategies, including strategic alliances, licensing, joint ventures; Product, brand and pricing decision sets; Global marketing communications; Leading a global marketing effort. Upon successful completion of the course, students will have (a) enhanced their knowledge and skills to understand and apply the frameworks, concepts, and methods used in the development of effective global marketing strategies, (b) gained practical experience in the application of processes used to develop market strategy, (c) discussed and debated internal and external barriers to strategy implementation, as well as approaches to overcoming these barriers, and (d) explored commonalities and differences across countries and cultures.

MSBL 5605 Health Care Management (3 cr)
Health care plays a vital role in both our economy and our society and it is an exciting time for health care management. The business is changing and growing more rapidly than almost any other field today and will require people who can manage the changes taking place and make a significant contribution to improving the health of the communities and organizations served. This Health Care Management course will be highly interactive where students will learn about the health care business, the challenges and opportunities a health care manager encounters while working within the different types of health care organizations, and the key role managers play now and in the future. Students will gain significant insights into this complex industry and what the future will be like for those working in this exciting field. Health Care Management, while providing some students with a potential new career direction, also ensures every student will come away with the core competencies required for leadership and management in health care and across all industries today. The course will provide skills, generate ideas, and broaden every student's knowledge base thereby creating a more
valuable employee or a successful entrepreneur. Topics will include the U.S. health care system, leadership vs. management in health care, health care finance and economics, laws and regulations, strategic planning, marketing, communications and the increasing role of social media, the government and health care, the competitive landscape, international health care, legal and ethical concerns, building and managing high performing teams, and careers in health care management. At the successful completion of this class, students will take away a new perspective on this exciting industry, the role it plays in this country and around the world, and the impact they can have as a manager and leader.
ACC 1002 Fundamentals of Accounting I (3 cr)
Introduction to accounting concepts for external financial reporting. Topics include accounting theories and principles relative to asset and liability valuations and income determination.

BIO 3048 The Biology of Health and Illness (3 cr)
Special attention will be given to exploring the roots of our present health care system in nineteenth century institutions; the changing character of relationships between caretakers and ill persons; the importance of metaphoric conceptualizations of bodily and social well-being; the place of illness in social life, the question of medical practice as an art? or a science?; and the meaning of knowledge, power, and responsibility in healing relationships and institutional contexts.

CAM 2009 Multimedia Communication (3 cr)
This course helps students develop reliable vocal and listening techniques that will result in clear, healthy communication. Through oral presentation of formal and informal speeches, discussion and work with notable literary texts and speeches, and introductory studies in nonverbal, interpersonal and intercultural communication, students will practice the expression and exchange of ideas in a logical, well-organized manner.

MGT 3023 Entrepreneurship (3 cr)
This course provides an in-depth study of the elements involved in converting ideas and concepts into a successful business venture. Topics will include: the personality of the entrepreneur, developing ideas for entrepreneurial ventures, testing the feasibility of ideas, evaluating the impact on lifestyle, preparation of business and marketing plans, seeking expert advice, securing financing, use of outside professionals, and avoiding pitfalls.

MKT 2006 International Marketing (3 cr)
Marketing principles are applied in different international environments. Topics include the introduction of new products, marketing channels, pricing policies and multinational marketing programs.

SOC 3010 Family and Society (3 cr)
A consideration of factors in self-understanding and interpersonal relations; changing roles of men, women, and children; problems of family life; socialization of children; the influence of school and community interaction, including parent-teacher relationships; similarities and differences in familial life styles.
ACC 1008 Fundamentals of Accounting II (3 cr.)
Introduction to accounting concepts for internal reporting and control. Topics include cash budgeting, decision making, capital budgeting, tax aspects of managerial planning and performance evaluation.

CAM 3064 Film and Media Aesthetics and Analysis (3 cr.)
This course is an introduction to principles important to critical analysis of cinema and other moving image media such as television and the Internet. Students primarily will view a representative variety of American and foreign films from mainstream and alternative cinematic movements with an eye to understanding and parsing the aesthetic, technical and cultural choices made by filmmakers and by film viewers in their attempts to create and read meaning. The course will cover the techniques, technology and language used by professionals in the fields of moving image communication, and will give students a database of notable images and analyses useful in fields from advertising to media production. This course traces the development of cinema as an art form, a site of political and cultural struggle and as a vehicle for social analysis throughout the 20th century.

ECO 3016 International Trade (3 cr.)
This course will acquaint the student with the phenomenon of globalization and what it means for all participants in the world economy. Different economic systems around the world will be examined. Students will learn about the theoretical bases for trade and discuss commercial policies, including the theory and practice of protection, regional trading blocs and resource mobility. A discussion of global finance and foreign debt will be followed by a look at economic development and growth in the poor nations of the world. Different models and relevant issues of development will be analyzed.

MKT 2016 Integrated Marketing Communications (3 cr.)
The development of effective communication strategies. This course presents a complete perspective of the promotional function, from the establishment of communication objectives to the development of advertising, sales, trade promotions, public relations and selling programs.

FIN 3030 Finance and Planning Process (3 cr.)
This course examines key financial statements and their analysis, starting with an accounting process review. It then introduces the student to the concepts of manufacturing or cost accounting with an examination of cost methods. Special emphasis is placed upon financial planning and budgeting along with performance measurements and responsibility accounting.

Prerequisite: Principles of Accounting I.

SOC 3050 Mass Media and Society (3 cr.)
An examination of the social, political, and economic contexts in which American mass media have developed and operate today. Topics include: concentration of media ownership and control; the effects of political economy, ideology, and organizational structure on news management; the media’s role in movements for social change in the U.S. and Third World; personal and political con-sequences of media practice; alternatives to the current structure of the media.

SOC 3078 Contemporary Social Issues (3 cr.)
An examination of current social issues in America from different and often conflicting perspectives. Among the issues to be examined are gender and race inequalities in the workplace, the conflict over affirmative action, the debate over health care access, and an appraisal of relevant social policies.
Summer of Exploration

High school rising juniors and seniors are invited to attend this one-week, residential program where content and real-life application merge. Be a part of this unique opportunity to live at Manhattanville College while cultivating your interests and ambitions. Engage in classroom discussions, lectures and field trips with a group of talented Manhattanville faculty members and professionals from around the New York metropolitan area. A well-balanced curriculum of classroom and field study leverages Manhattanville College’s proximity to New York City and introduces you to college life in a personal and interactive way.

**Discover New York**
New York City is Your Classroom
An overview of the history and culture of New York City through immersion in the complex world of the New York metropolitan area.

**Farm to Table: Country to City**
Healthy Food—Beyond the Supermarket
An examination of the new, popular trend of farm-to-table and an exploration of how to make healthy food accessible to urban areas.

**From Sports Passion to a Sports Career**
Prepare for a sports career now
An opportunity to cultivate your passion for sports in preparation for a possible career in the multi-faceted sports industry.

**Page to Stage**
Be a Playwright for a Week
An introduction to the realities and expectations of the professional theatre world that allows you to craft and produce your own play.

**Program Dates**
Move-in: Sunday, June 26, 2016 12–3 p.m. • Move-out: Saturday, July 2, 2016 10 a.m.–1 p.m.

**Application**
Who Can Apply: High School Rising Juniors and Seniors
Priority Registration: March 15, 2016
Requirements:
- Two letters of recommendations (teacher, coach, guidance counselors, etc.)
Email or fax letter of recommendation to: SummerProgram@mville.edu or 914-694-2386 (fax)

Manhattanville College Summer of Exploration • 2900 Purchase Street Purchase, NY 10577
Phone: 914-323-5464 • Webpage: [www.mville.edu/academics/summer-program](http://www.mville.edu/academics/summer-program)

*Make this Summer Count!*
UNDERGRADUATE DEGREES

- BACHELOR OF ARTS
- BACHELOR OF SCIENCE
- BACHELOR OF MUSIC
- BACHELOR OF FINE ARTS

AREAS OF STUDY

The School of Arts and Sciences centers on a strong liberal arts curriculum that reflects the current needs of students, society, and the job market.


**Minors** and areas of academic concentration include: African Studies, American Studies, Art (Studio), Art History, Asian Studies, Biology, Business Management, Chemistry, Classics, Creative Writing, Economics, English, Finance, French, German, Health Sciences, History, International Studies, Irish Studies, Italian, Marketing, Mathematics, Museum Studies, Music, Philosophy, Physics, Social Justice, Sociology and Anthropology, Spanish, Sport Studies, Women’s and Gender Studies, World Religions.

**Non-matriculated students** are welcome to attend Summer School classes. Attendance at Summer School, however, does not constitute acceptance to the College.

2016 Summer Sessions
Summer I: May 31 - July 1
Summer II: July 5 - August 5

If you are interested in enrolling, Admissions Office counselors are available to assist you every step of the way. Please contact:

Office of Admissions: (914) 323-5464, Monday-Thursday, 8 a.m.-8 p.m., Friday, 8 a.m.-5 p.m.

Tuition: $810.00 per credit
ADULT UNDERGRADUATE DEGREES

Manhattanville School of Business APPEAL programs offers adult students (21 years and over) the opportunity to complete their undergraduate degree (Bachelor’s) or earn a dual degree (Bachelor’s/Master’s) at a pace and on a schedule that works with their busy life.

APPEAL programs are designed for the working professional. APPEAL enables new students, transfers from community or four-year colleges, those with an Associate’s Degree and those transitioning from the military, the convenience of an accelerated seven-week format.

APPEAL: Accelerated Professional Programs for Evening Adult Learners

APPEAL offers:
- Time savings with accelerated seven-week sessions.
- Flexible enrollment: classes begin 6 times per year.
- Several dual degree (Bachelor’s/Master’s) degree options.
- Faculty with industry experience.
- Work/life balance- students attend classes in convenient evening and weekend formats.
- Personalized support throughout.

APPEAL Program Tuition: $655.00 per credit

BACHELOR OF SCIENCE IN
- ACCOUNTING
- BEHAVIORAL STUDIES
- BUSINESS MANAGEMENT
- COMMUNICATIONS MANAGEMENT
- ORGANIZATIONAL MANAGEMENT

DUAL DEGREES
- B.S. in Behavioral Studies and M.A. in Teaching
- B.S. in Behavioral Studies and M.S. in Human Resource Management
- B.A./B.S. in Business Management and M.S. in Sport Business Management
- B.S. in Business Management and M.S. in Human Resource Management
- B.S. in Business Management and M.S. in International Management
- B.S. in Business Management and M.S. in Marketing Communication Management
- B.S. in Communications Management and M.S. in Marketing Communication Management
- B.S. in Organizational Management and M.S. in Business Leadership
- B.S. in Organizational Management and M.S. in Human Resource Management
- B.S. in Business Management and M.S. in International Management

APPEAL 2016 Summer Sessions
- Summer 3B: May 2 - June 20
- Summer 4B: June 27 - August 15

For more information, please contact us:
School of Business - Office of Admissions
Phone: 914-323-5150
Email: business@mville.edu
Web: www.mville.edu/appeal
CONTINUING EDUCATION

POST-BACCALAUREATE PRE-HEALTH
The Post Baccalaureate Pre-Health (PBPH) is an individualized course of study geared toward students interested in applying to graduate or professional preparation in the Health Sciences, particularly in the fields of Medicine (M.D., D.O., D.V.M.), Dentistry, Physical Therapy, and Optometry. The PBPH at Manhattanville College is designed for two types of students:

1. Students who have earned a bachelor's degree with a major and/or minor outside of the sciences and are now seeking to complete the necessary pre-requisite core courses required of most graduate preparation in the Health Sciences; and

2. Students who have earned a bachelor’s degree with a major or minor in the sciences and are currently seeking academic enhancement of existing science courses by repeating course work already taken and/or enrolling in upper-level science courses.

The following courses are offered in the summer:

- BIO 1001 Principles of Biology I
- BIO 1002 Principles of Biology II
- CHM1001 Principles of Chemistry I
- CHM1003 Principles of Chemistry Lab I
- CHM1002 Principles of Chemistry II
- CHM1004 Principles of Chemistry Lab II
- CHM 2001 Organic Chemistry I
- CHM 2002 Organic Chemistry II
- CHM 2005 Organic Chemistry I Lab
- CHM 2006 Organic Chemistry II Lab
- PHY 1001 College Physics I
- PHY 1002 College Physics II
- MATH 1030 Calculus I

For more information about the Post Baccalaureate Pre-Health, please contact us:
School of Business - Office of Admissions
Phone: 914-323-5150
Email: business@mville.edu
Web: www.mville.edu/programs/post-baccalaureate-pre-health

NONPROFIT MANAGEMENT (noncredit)
With our Nonprofit Management Certificate you will learn key strategies, such as building organizational capacity and resource management that lead to high performing, transparent organizations, from leading practitioner experts.

There are five courses to this program
- Financial Management
- Staff Management
- Fundraising & Development
- External Relations
- Marketing

Classes offered September through June

For more information about the Nonprofit Management Certificate program along with our other continuing education programs in Corporate Learning Services, SHRM Professional Development, Institute for Managing Risk, Women's Leadership Institute, please contact us:

School of Business - Office of Admissions
Phone: 914-323-5150
Email: business@mville.edu
Web: www.mville.edu/business
SCHOOL OF BUSINESS

- Master of Science in Business Leadership
- Master of Science in Finance
- Master of Science in Human Resource Management
- Master of Science in International Management
- Master of Science in Marketing Communication Management
- Master of Science in Sport Business Management

Classes in the Graduate Business programs are highly interactive and provide many opportunities for teamwork and networking. Master of Science courses are scheduled during the fall, winter, spring, and summer semesters. Most courses are conveniently scheduled on weekends, meeting all day Saturday and half-day on Sunday, one weekend a month for three months. Evening classes are also offered.

The Sport Business Management program caters to professionals in this field and offers courses during the week meeting once a week late afternoons and evenings. Students may enter this program in fall, spring or summer semesters.

The Master of Science in Finance program is offered on the weekend in the fall, spring and summer semesters. Evening classes are also offered in the fall and spring semesters.

Students can enter the programs in any semester and all programs can be completed between eighteen months and two years. Applications may be submitted throughout the year under our rolling admissions process. GMAT and GRE scores are generally not required for admission. We require a GPA of 3.0 or higher for admission to our programs.

Graduate Business Programs Registration
Summer 16SU2M (May 31 – July 31, 2016)

Registration Begins: Monday, March 21, 2016
Registration Deadline: Monday before start of summer class.
Add/Drop Deadline: Adding a course after its first weekend/week of classes has begun is not allowed.
Drop Deadline: before first summer class start date.
Withdrawal Deadline: Before third Monday after weeknight summer class start date. Before second weekend of weekend module classes.

For more information about the School of Business Graduate programs, please contact us:
School of Business - Office of Admissions
Phone: 914-323-5150
Email: business@mville.edu
Web: www.mville.edu/business

Tuition: $895.00 per credit

MASTER OF FINE ARTS IN CREATIVE WRITING

The Master of Fine Arts in Creative Writing (MFA) program at Manhattanville College is intended for both experienced and aspiring writers who want to explore the craft of writing and improve their skills in fiction, creative nonfiction and poetry while working within a thriving literary community. Our small classes are conveniently scheduled in the evening. The 36-credit program may be completed in two to three years. All core courses are scheduled in the evenings to accommodate working professionals and adult students. In summer and fall week-long and weekend workshops are offered, as well as a calendar of literary readings, master classes and other events.

MFA Tuition: $755.00 per credit
SCHOOL OF EDUCATION

- Doctor of Education
- Master of Arts in Teaching
- Master of Professional Studies
- Master of Education
- Advanced Certificate of Study
- Professional Diploma

The School of Education offers two Masters degrees that lead to NYS certification, a Master of Arts in Teaching and a Master of Professional Studies. Students may enroll in the Master of Arts in Teaching program in one of the following areas:

- Early Childhood (Birth – Grade 2)
- Childhood (Grades 1–6)
- Early Childhood and Childhood (Birth – Grade 6)
- Middle Childhood/Adolescence (Grades 5–12) in Biology, Chemistry, Physics (7–12), English, Mathematics, Social Studies, French, Italian, Latin, or Spanish
- Visual Arts Education (All Grades)
- Music Education (All Grades)
- Physical Education (All Grades)

Master of Professional Studies programs lead to certification in:

- Special Education in
- Early Childhood
- Childhood
- Early Childhood and Childhood
- Middle Childhood/Adolescence
- Childhood and Special Education
- Middle Childhood/Adolescence and Special Education
- Literacy (Birth – Grade 6 or Grade 5 – Grade 12)
- Special Education and Literacy (Birth – Grade 6 and Grade 5 – Grade 12)

- Teaching English to Speakers of Other Languages (TESOL)
- Educational Leadership
- Bilingual Education (Childhood, Spanish)

All of the MAT programs, and most of the programs which lead to dual certification, are options for students lacking prior certification in education.

Students who hold a Master’s degree in a functionally related area also have the option to pursue an Advanced Certification Program. Teachers who have three years of teaching experience, or who will have completed three years of teaching by the end of their program, can pursue an MPS degree or a Professional Diploma (PD) in Educational Leadership leading to School Building Leadership (SBL).

As part of its graduate degree programs, Manhattanville offers Professional Development opportunities in a number of areas of special interest to teachers. All courses may be taken on a non-matriculated basis towards professional development.

For further information about courses and programs, please contact the School of Education Graduate Advising Office in Benziger Hall, 3rd Floor, room 121 at:
Phone: 914-323-5366
Email: soegradadvising@mville.edu
Web: www.mville.edu/soe

Students registering for any School of Education course must have an advisor’s signature.

Tuition: $895.00 per credit

Tuition: $895.00 per credit
ADMISSIONS AND ACADEMIC ADVISING
For more information regarding undergraduate and graduate courses in this catalog, and issues such as prerequisites for courses, please contact the School of Business at (914) 323-5446. For further information about School of Education courses, please call (914) 323-5214. For information regarding our accelerated undergraduate degree program and our business related graduate programs, please contact the School of Business Admissions at (914) 323-5150.

Summer session students are subject to all academic and student life rules and regulations, which are found in the 2015/16 Manhattanville College Student Handbook and Code of Conduct (available online at http://mville.edu/sites/default/files/2015-2016_Student_Handbook.pdf)

FACILITIES

Library Information Services
The Library building provides the physical setting for a wide variety of information functions, including more than 225,000 books, thousands of journals and multi-media resources and nearly 100 public access computers. The Library subscribes to hundreds of databases from the latest in scientific research to historical newspapers.

These databases, e-books and e-journals are available in the Library or by means of remote access. The Library Café is a wonderful gathering spot to eat or have a coffee.

Academic Computing Center
Computing services at Manhattanville are state of the art and readily available to students in many areas around the campus. There are six multimedia-enabled computer labs available for student use, with a total of 110 computers as well as the Center for Computing Resources housed in the library. Manhattanville also provides students with access to high level MAC G5 and EMAC computing facilities in the Studio Art and Music departments.

Residence Life
On-campus housing is available on a limited basis to Summer School students. For more information please contact the Office of Residence Life at:
Email: Benjamin.Grant@mville.edu
Phone: (914) 323-5217

Disability Services
Office of Disability Contact Information: Gabriella Burd, Director
Phone: 914-323-7127
Email: Gabriella.Burd@mville.edu
REGISTRATION
Registration begins the week of March 28, 2016. Current Manhattanville students need to follow the regular advising procedures to have their holds cleared in order to register for Summer. School of Education students should contact the School of Education Graduate Advising Office at: (914) 323-5366.

HOW TO REGISTER
Current Manhattanville Students: Register online in WebAdvisor for Summer Session classes as soon as you have been advised for the upcoming Spring registration and your advisement "Hold" has been removed.

Non-Manhattanville Students may use WebAdvisor to view available courses. Click the "PROSPECTIVE STUDENTS" link. Select the "Search for Sections" link and then choose "2016 Summer 1 Term" or "2016 Summer 2 Term" from the Term drop-down list. Choose the Subjects and Course Levels you're interested in and then click SUBMIT.

Visiting Student Registration
If you are a visiting student and the course you wish to take does not require pre-requisites, please fill out the Visiting Student Registration Form and fax or deliver it directly to the Registrar's office. fax: 914-323-5211

Visiting Student with courses that require Pre-Requisites
Visiting Students who wish to register for courses that require pre-requisites, will first need to provide proof that the pre- requisites has been met. An unofficial/student transcript must accompany the Visiting Student Registration Form. Fax or mail the materials to the Summer Session Coordinator. fax: 914-694-3488

(high please do not send official transcripts to Mville. A student copy/ unofficial transcript is accepted for visiting students. )

High School Students
To apply, submit the application and registration form and have your school submit a high school transcript and a letter of recommendation from a teacher or guidance counselor to the School of Business Admissions office address below.

HOW TO DROP OR WITHDRAW
All course drop or withdrawal requests MUST be submitted in writing to the Office of the Registrar at the address above. All requests MUST be signed by the student in order to be processed.

Session I (May 31 - July 1, 2016)
Registration Begins: Week of March 28, 2016
Registration Deadline: Friday, May 27, 2016
Add/Drop Deadline: Friday, June 2, 2016
Withdrawal Deadline: Monday, June 20, 2016

Session II (July 5 – August 5, 2016)
Registration Begins: Week of March 28, 2016
Registration Deadline: Friday, July 1, 2016
Add/Drop Deadline: Wednesday, July 7, 2016
Withdrawal Deadline: Monday, July 25, 2016

Immunization Law
All part-time undergraduate and graduate students born after January 1, 1957 taking 6 or more credits are required by New York State Public Health Law 2165 to submit proof of immunity to measles, mumps and rubella. Call (914) 323-5245 for more information.

Manhattanville College Summer Session Coordinator School of Business G5
2900 Purchase Street
Purchase, NY 10577
fax: (914) 694-3488
Email: summer@mville.edu

Summer registration forms are located at the end of this catalog and online at www.mville.edu/summer
TUITION
Undergraduate: $810 per credit*
Bachelor of Science (APPEAL): $655 per credit
Graduate Education: $895 per credit*
Graduate MS: $895 per credit
Graduate MFA: $755
Per Course Auditing Fee: $510

*Manhattanville offers a discount in the per credit tuition for summer school to full-time Manhattanville undergraduates; to matriculated School of Education students taking undergraduate liberal arts courses; and to high school students. For details, please contact: summer@mville.edu.

Registration Fee $60
Late Registration Fee $150

FEES IN ADDITION TO TUITION:
Science Laboratory: $75 per course Language Resource Center: $75 Studio Art: $115 per course
Transportation/Field Trip: varies per course Student Teaching Fee: $373.00 (for 3 credits) Music Lesson Fee Per Course: 1/2 hour: $500; 1 hour: $1,000

REFUND POLICY
Once the Summer Session begins, 80% of tuition will be refunded after the first two days of classes; 50% after the third and fourth day of classes and 0% thereafter. Refunds must be requested in writing to Student Accounts.

SUMMER HOUSING
Residence Life
On-campus housing is available on a limited basis for Summer School students. For more information, please contact Benjamin Grant in the Office of Residence Life at Email: Benjamin.Grant@mville.edu Phone: (914) 323-5217.

Summer Housing
For matriculated Manhattanville College undergraduate students registered for 3 or more credits at Manhattanville, or working for Manhattanville on campus 30 or more hours per week, the housing rate during Summer Sessions I and II is: $180 per week. The total cost of Summer Session I or II is $825 and the total cost of both Summer Session I and II is $1,650.

For Manhattanville College undergraduate students who are not registered for courses at Manhattanville or not working for Manhattanville on campus 30 or more hours per week, the housing rate during Summer Sessions I and II is: $250 per week.

For Manhattanville College undergraduate students, the housing rate for Interim I and Interim II is: $250 per week. Only Manhattanville College students who had a Spring 2016 housing assignment are permitted to remain on campus during Interim I. Only Manhattanville College students who have a valid Fall 2016 housing assignment are permitted to remain on campus during Interim II.

For all others, the housing rate during Summer Sessions I and II is: $250 per week. Non-Manhattanville students may not reside on campus during interim weeks. Housing for Non-Manhattanville students is not guaranteed. Non-Manhattanville students will be housed only after all current Manhattanville students who applied for Summer Housing have been housed.

For more information about summer housing or summer housing for graduate students, e-mail Benjamin Grant at Benjamin.Grant@mville.edu or call (914) 323-5217. Please note that the specific dates of Interim I and II are subject to change as updated college-wide calendars are released.
DIRECTIONS TO MANHATTANVILLE

BY AUTOMOBILE

From New York City

Deegan Expressway/New York State Thruway (I-87) north to exit 8. Right to Cross Westchester Expressway (I-287) east to Hutchinson River Parkway. North on Hutchinson River Parkway to exit 27 (in New York, not Connecticut) at Route 120 (Purchase Street). Left on Purchase Street to campus.

From Long Island

Throgs Neck or Whitestone Bridge to Hutchinson River Parkway. North to exit 27 (in New York, not Connecticut) at Route 120 (Purchase Street). Left on Purchase Street to campus.

From Upstate New York and Northern New Jersey

Tappan Zee Bridge East to Cross Westchester Expressway (Exit 8, I-287). East to Hutchinson River Parkway (Exit 9 north). North on Hutchinson River Parkway to exit 27 (in New York, not Connecticut) at Route 120 (Purchase Street). Left on Purchase Street to campus.

From Putnam and Dutchess Counties

South on I-684 to Exit 2. Follow Route 120 (Purchase Street) south to campus (about 4 miles).

From Connecticut

Merritt Parkway South to Hutchinson River Parkway south to exit 27 (in New York, not in Connecticut) at Route 120 (Purchase Street). Right on Purchase Street to campus.

BY TRAIN OR BUS

From NYC Grand Central Terminal: Metro North Railroad Harlem Division Line to White Plains. Anderson Hill Road bus (Bee-Line No. 12) or taxi to campus.

If you have any questions concerning Summer Session, please contact The School of Business – Email: summer@mville.edu
Web: www.mville.edu/summer

The College reserves the right to withdraw any course for insufficient enrollment and to make schedule changes.

Manhattanville College is an equal opportunity institution and does not discriminate on the basis of age, sex, race, religion or national origin in any of its educational programs or in any of the activities it operates, including college employment and student admissions. The non-discriminatory policy is in compliance with Executive Order 11246 and Title IX of the Education Amendments of 1972.
**SUMMER SESSION 2016 HIGH SCHOOL STUDENT APPLICATION AND REGISTRATION FORM**

**STUDENT ID:**

**SSN:**

**DATE:**

**LAST NAME:**

**FIRST NAME:**

**MIDDLE NAME:**

**ADDRESS**

Street:

Home:

Cell:

**State:**

**Zip:**

**PHONE**

**DOB:**

Check on:  | Male | Female

**EMAIL**

Discount Code:

Approval:

**Emergency Contact**

**Information**

First Name: ____________________________

Phone (Home): ____________________________

Email Address: ____________________________

Last Name: ____________________________

Phone (Cell): ____________________________

High School Level as of Fall 2015:

- Junior
- Senior
- Graduate

High School currently attending:

PSAT Score: M W CR

SAT Score: M W CR

High School students who have completed their sophomore year by June 2015 and are ready for college level work can earn credit for certain introductory Manhattanville courses. To apply, submit this application and registration form and have your school submit a high school transcript and a letter of recommendation from a teacher or guidance counselor to the summer school office address below. Attendance in Summer does not constitute acceptance to the College.

<table>
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<tr>
<th>Session</th>
<th>Course &amp; Section #</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Pass/Fail (enter P)</th>
<th># of Credits</th>
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**PAYMENT SHOULD BE MADE DIRECTLY TO THE OFFICE OF STUDENT ACCOUNTS (914-323-5266).**

**ALL STUDENTS MUST PAY THE $60 REGISTRATION FEE PER SEMESTER.**

**TUITION COST PER CREDIT**

- Undergraduate: $810
- High School Students receive 1/3 off their Summer Tuition

**COURSE FEES PER COURSE**

- Art Lab Fee: $115
- Language Lab Fee: $75
- Music Lesson Fee: $500, 1 Hour: $1000
- Science Lab Fee: $75

**Summer Session 2**

- July 5 - August 5
- Registration Deadline: June 22
- Payment Deadline: July 1
- Add/Drop Deadline: July 7
- Withdrawal Deadline: July 25

**I understand that I must pay all charges for this registration. I understand that if I fail to do so, I will have to pay additional fees to cover the College’s collection costs, including but not limited to third party fees, attorney’s fees, and interest. NOTE: All course drop requests MUST be made in writing.**

**REQUIRED SIGNATURE**

[Signature]

[Date]

[OFFICE USE ONLY]

**DATE ENTERED:**

**ENTERED BY:**

**RETURN COMPLETED FORM TO:**

Summer at Mville * School of Business Manhattanville College

2900 Purchase St. Reid Castle G5 Purchase, NY 10577 Fax: 914-694-3488 Email: summer@mville.edu
SUMMER SESSION 2016 REGISTRATION FORM

STUDENT ID: ___________________________  SSN: ___________________________  DATE: ________________

LAST NAME: ___________________________  FIRST NAME: ___________________________  MIDDLE NAME: ___________________________

ADDRESS:
Street: ___________________________
City: ___________________________  State: ___________________________  Zip: ___________________________

HOME ADDRESS:
Street: ___________________________
City: ___________________________  State: ___________________________  Zip: ___________________________

PHONE:
Home: ___________________________
Cell: ___________________________
EMAIL ADDRESS: ___________________________

DOB:
Check one: Male  Female
__BA  BFA  BMUS  BS
__MAT  MS  MFA

ADVISOR USE ONLY
Signature: ___________________________  Date: ________________
(Required only for visiting students with pre-requisites)

Emergency Contact Information
First Name: ___________________________  Last Name: ___________________________
Home: ___________________________
Cell: ___________________________

Telephone #
Home: ___________________________
Cell: ___________________________
E-Mail Address: ___________________________

Session  Course & Section #  Course Title  Instructor  Pass/Fail (enter P)  # of Credits

SUMMER SESSION 1
May 31 - July 1
Registration Deadline: May 25
Student Accts. Payment Deadline: May 28
Add/Drop Deadline: June 2
Withdrawal Deadline: June 20

SUMMER SESSION 2
July 5 - August 5
Registration Deadline: June 26
Student Accts. Payment Deadline: July 1
Add/Drop Deadline: July 7
Withdrawal Deadline: July 25

PAYMENT SHOULD BE MADE DIRECTLY TO
THE OFFICE OF STUDENT ACCOUNTS (914-323-5266)
ALL STUDENTS MUST PAY THE $60 REGISTRATION FEE PER SESSION.

TUITION COST PER CREDIT
Graduate Education: $895  Graduate MFA: $755  Graduate MS: $895  Undergraduate: $810  Undergraduate BS: $655

COURSE FEES PER COURSE
Art Lab Fee: $115  Language Lab Fee: $75  Music Lesson Fee: 1/2 Hour: $500 1 Hour: $1,000  Science Lab Fee: $75
Student Teaching Fee: 3 credits: $373  6 credits: $745

I understand that I must pay all charges for this registration. I understand that if I fail to do so, I will have to pay additional fees to cover the College's collection costs, including but not limited to third party fees, attorney's fees, and interest. By signing this form below, the student assumes responsibility for academic preparedness for all courses they attend and the transferability of completed course work back to their home institution (if applicable) NOTE: All course drop requests MUST be made in writing.

REQUIRED SIGNATURE

OFFICE USE ONLY
DATE ENTERED: ________________
ENTERED BY: ________________

Visiting Students with pre-requisites: Return this form & unofficial transcript to the School of Business fax: 914-694-3488. Transcripts and forms can be scanned & emailed to: summer@mville.edu. Visiting students without pre-requisites: return this completed form to the Registrar: fax: 914-323-5211. Completed forms can also be scanned & emailed to: registrar@mville.edu, 2900 Purchase Street - Purchase, NY 10577
TELEPHONENUMBERS

Main College Number ................................................................. (914) 694-2200

For the following offices, dial direct using (914) 323 and the listed extensions:

Academic Advising ................................................................. 5353
Academic Computer Center ................................................... 5416
Academic Resource Center .................................................... 5474
Undergraduate Admissions ..................................................... 5464
Athletics .................................................................................. 5280
Bookstore .......................................................... 5323
Career Services ................................................................. 5484
FoodServices ................................................................. 5389
HealthCenter ................................................................. 5245
Library ................................................................. 5275
Registrar ................................................................. 5337
Residence Life ................................................................. 5217
Security ................................................................. 5244
School of Arts and Sciences ................................................... 5767
School of Business .............................................................. 5300
School of Education ............................................................ 5320
Student Accounts (Bursar) ................................................... 5266
HISTORY OF MANHATTANVILLE

Manhattanville College, today a global community for men and women of all faiths, was founded in 1841 as the Academy of the Sacred Heart, a Catholic boarding school for girls. In 1917, Manhattanville received its charter as a college from the New York State Board of Regents. In 1952, the College moved to Purchase, to the former estate of Whitelaw Reid, publisher of the New York Herald Tribune and Ambassador to England. Today, the elegant and historic Reid Castle is the centerpiece of the 100-acre campus, overlooking the green of the quadrangle and the campus buildings.

Coeducational since 1969 and nondenominational in its governance since 1971, Manhattanville continues to embody the Society of the Sacred Heart’s tradition of service, value-based liberal arts education, and engagement with the global community. During the Great Depression and World War II, President Grace Cowardin Dammann, R.S.C.J., instilled in Manhattanville’s students a keen awareness of social problems by encouraging them to spend one day a week working with children at the Barat Settlement in the Bowery and at Casita Maria in East Harlem. Mother Dammann’s widely published speech, “Principles versus Prejudice,” inspired other colleges to break down racial barriers.

All members of the community are conscious of their responsibility to live and work in a manner that is consistent with the College’s mission: “to educate students to be ethical and socially responsible leaders in a global community.” As students, faculty and staff of all nations, races, religions, and economic backgrounds come together to learn and grow, Manhattanville celebrates the rewards and challenges of diversity.

Today, Manhattanville serves more than 1,700 full-time undergraduate and 1,200 graduate students from 53 countries and 36 states. The college offers Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music and Bachelor of Science degrees. Additionally, the College offers the following graduate degrees: Master of Arts in Teaching, Master of Professional Studies, Doctorate in Education Leadership, Master of Fine Arts in Writing, Master of Science in Business Leadership, Finance, Human Resources, International Management, Marketing Communication Management, and Sport Business Management.
Summer 2016

Session I: (May 31 - July 1, 2016)
Session II: (July 5 - August 5, 2016)