



Course Catalogue

2017 – 2018

School Year

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Introduction

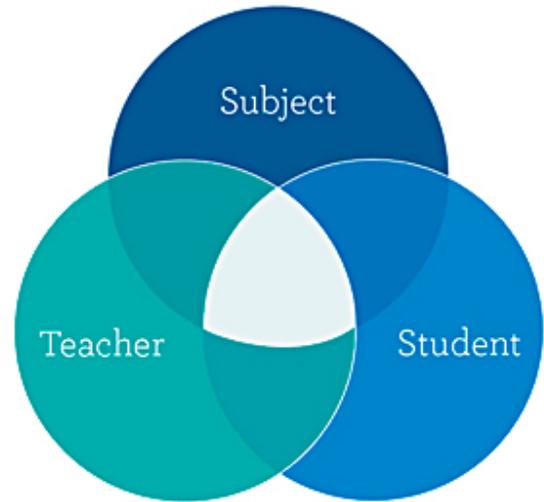
Developing Writers, Speakers, and Problem Solvers

We at Hyde believe a strong academic background is an essential building block in the development of one's unique potential and destiny in life. In addition, Hyde School requires participation in four other areas of community life to complement the academic endeavors of our students: performing arts, community service, athletics, and leadership development. Hyde's commitment to education and caring for the whole person, as reflected in this all-encompassing view of education, supports and nurtures the intellectual, spiritual, physical, emotional, and social development of our students.

The Hyde School model of academics is represented through the prestige of the Learning Triangle: student, teacher, and subject at the core of our intellectual pursuits. The triangle recognizes the powerful relationships between discovery and learning. This approach creates a bond between the student and the teacher at the base of the triangle, in pursuit excellence in the subject area. This catalyst serves to strengthen the bond between teacher and student through mutual investigation. When optimized, this powerful triangle becomes truly conscience-centered in its quest for knowledge.

Through this powerful core of academic scholarship, Hyde values the process of learning in a profound manner, evaluating students with both an effort and achievement grade at every marking period. The effort grade reflects a student's attitude, intellectual dedication, and character in the classroom. The achievement grade represents both a student's mastery of course material and objectives, as well as the quality of work the student completes. Effort and achievement are combined in assigning a final course grade.

In all pursuits of knowledge, academic, athletic, performance, social, and self-awareness to name a few, Hyde has a commitment to its Learning Promise:



Hyde Learning Triangle

The Hyde Learning Promise

In preparation for life, we develop writers, speakers, and problem solvers through:

Comprehension

Critical Thinking

Collaboration

Communication

Creativity

In addition to challenging themselves in the classroom and putting their best effort into intellectual endeavors, Hyde students are expected to:

- Demonstrate a desire to be lifelong learners;
- Take risks by choosing courses that appropriately honors the student's academic performance and potential, and challenges the student's intellectual character and work ethic;
- Act out of concern by supporting their peers with academic challenges;
- Take leadership roles in the classroom and in the community; and
- Maintain high expectations for themselves and their classmates.

There are also several unique facets of the Hyde academic experience, including:

- Student self-assessments of effort in the classroom;
- Extensive focus on the craft of writing;
- Commitment to the performing arts, including a state of the art recording studio and music program and singer and songwriter workshop with some of Nashville's accomplished music industry professionals;
- State-of-the-Art STEAM program offering a professional-grade Digital Arts computer lab with extensive graphic software, computer laboratory, and dedicated Innovation Lab; and
- Continued exposure to frequent and high quality public speaking opportunities for all students.

By maintaining a focus of who we are, rather than what we can do, Hyde School's academic program enriches minds, builds confidence, and prepares students for life in the classroom and beyond.

Hyde Academics at a Glance

- A wide range of courses, including AP, Honors, and Dual Enrollment (college credit);
- A 6:1 student/teacher ratio;
- A grading system that recognizes both effort and achievement;
- Personalized academic attention and extra help and guidance from our hard-working faculty;
- Academic support for students with learning struggles; and
- ESL services and courses.

New to the 2017/18 Academic Program:

- Last year Hyde introduced a **STEAM curriculum** with Computer Science, Graphic Design (Dual Enrollment), Introduction to Architecture, and Robotics as the core classes. The STEAM (Science, Technology, Engineering, Art, Math) curriculum emphasizes the application of important mathematical, artistic, and scientific skills to real world problems. This curriculum will grow from four classes to seven classes in 2017/18. New classes include **AP Computer Science Principles**, **Digital Photography (Dual Enrollment)** and **Innovation Lab**. In each of these classes, students work in a project-based, teamwork-focused environment, using a broad spectrum of creative skills in an engineering design driven program to build real-world applications.
- In 2016, Hyde introduced a **Dual Enrollment Program** in collaboration with Southern New Hampshire University. This program offers qualified Hyde School students the opportunity to take a

college course while still in high school. Students begin the process of accumulating early college credits that can be applied toward a college degree concurrently with their high school credits. The two dual enrollment courses offered this year will be **Digital Photography** and **Graphic Design**.

- **New Course Offerings:** In addition to the expanded STEAM curriculum and the Dual Enrollment courses, are introducing four more classes to the Hyde curriculum this year. These courses include **Economics, SAT Prep, Marine Biology, and AP Modern European History**).

Graduation Requirements

With an expectation that all students achieve at their intellectual best, Hyde has defined the following minimum requirements for graduation:

Subject Area	Number of Credits
English	4
History	3
Mathematics	3
Science	3 (two with lab component)
Foreign Language	2 (of the same language)
Electives	3

One full year is equivalent to one credit

Within these parameters, students must include the following courses:

- World History, United States History, Government (seniors only);
- Algebra I, Geometry, Algebra 2 (or individualized math alternative); and
- Biology and Chemistry.

Grading

The academic year is organized into fall, winter, and spring trimesters. **Each month, “Check Period” Grades** are issued and available online for parents/guardians to view (through MyBackpack¹). At the end of each trimester, a full grade report is generated.

At the conclusion of each trimester, students take final exams assessing cumulative knowledge of core course concepts. **Trimester Grade Reports**, are available online within one week of the close of the term. These reports contain a teacher’s comment, the student’s effort grade, achievement grade, and final exam grade for each course. The student’s year end Final Grade is also reported on the spring term grade report. The final grade for the year averages all three trimesters with a weight of 25% Effort Grade and 75% Achievement Grade.

The Effort Grade reflects an evaluation of the student’s attitude, effort, and character in the classroom. The Achievement Grade reflects an evaluation of both the student’s mastery of course material and objectives as well as the quality of work the student completes.

Hyde School evaluates on a 100-point scale, as shown below with a GPA conversion matrix to the 4-point scale. When calculating GPA, AP courses are weighted with a 10-point bonus while Honors courses receive a 5-point bonus. However, the bonuses are not indicated on transcripts or in credit earnings. For college

¹ MyBackPack is a website that allows parents access to their child’s grades. To ensure privacy, a required code is provided to each parent/guardian. Set-up instructions will be sent to parents by the school’s registrar.

application purposes, the weighted and unweighted GPA is included on the School Counselor report submitted to each college.

Following the trend of a growing number of public and private schools, Hyde School does not provide a class rank. For seniors applying to college, Hyde lets the student's GPA and transcript speak for their past accomplishments and future potential.

Score	Grade	GPA Conversion
95-100	A	4.0
90-94	A-	3.75
86-89	B+	3.5
83-85	B	3.0
80-82	B-	2.75
76-79	C+	2.5
73-75	C	2.0
70-72	C-	1.75
68-69	D+	1.5
66-67	D	1.0
65	D-	0.5
64 or below	F	0.0

AP and Honors Courses

Hyde School's academic program provides motivated students with challenging courses at the Honors and Advanced Placement (AP) levels. AP Courses are taught at the equivalent rigor of courses taken by college freshmen and include a significant amount of readings and assignments outside the classroom. Students are expected to take the national Advanced Placement Exam for each AP course they complete. These exams are administered on campus in May of each school year. Students are carefully selected for inclusion into an AP course. Acceptance into an AP course is considered based on teacher recommendations, a minimum grade of B+ in similar course work, approval by the Academic Dean, and a commitment for a high level of discipline from the student.

The following Advanced Placement courses are offered:

- AP Calculus AB
- AP Calculus BC
- AP English: Language and Composition
- AP Environmental Science
- AP Modern European History
- AP Physics I

- AP Statistics
- AP U.S. History
- AP Spanish Language and Culture
- AP Studio Art
- AP Computer Science Principles

Honors Courses

Hyde offers an “Honors” designation within the majority of its non-AP classes. Students desiring this distinction must contract with their teacher and complete an enriched body of advanced work for the course during each trimester. Upon the successful completion of this distinguished work, the course will be listed as Honors on all grade reports and transcripts.

A Student’s Academic Schedule

Hyde School offers a wide range of course selections in each discipline. Hyde’s curriculum emphasizes core fundamentals in the lower grade levels while allowing for wider interests to be explored in the upper grade levels.

Prior to enrollment at Hyde, the Academic Dean, Director of Academic Support, Registrar, and the College Counseling Office analyze a student’s incoming transcript(s) and other relevant educational testing and/or reports. This team then frames an academic schedule that reflects the following:

- Meets Hyde’s college preparatory requirements for graduation;
- Appropriately honors the academic performance, interest, and potential of a student; and
- Challenges each student’s intellectual character and work ethic.

When it has been determined that a student would benefit from Hyde’s Academic Support Program, a student’s schedule will reflect this recommendation. In these cases, parents/guardians will need to approve that recommendation due to the additional financial obligation.

The standard class schedule allows for five courses. The Academic Dean will grant a student permission to take a sixth course when it is apparent the student can meet the demand of a more rigorous course load.

For post-graduate (PG) students, their course of study is individually designed to strengthen their current high school transcript for college and post-secondary admission. PG students often take four classes and are heavily involved in leadership opportunities within the school. Care is taken to insure that PG and all student-athletes stay on course to meet the **NCAA Academic Initial-Eligibility Standard**.

Typical Programs of Study:

9th Grade	10th Grade
English 9	English 10
Algebra I	Algebra II
Biology	Chemistry
World History	AP Modern European History or US History
Spanish 1 or 2	Spanish 2 or 3
11th Grade	12th Grade
English 11 or AP English Composition	English 12
Geometry, College Algebra, or Pre-Calculus	Pre-Calculus, Calculus, AP Calculus, or AP Statistics
Physics or Upper Level Science	AP Physics I or Upper Level Science
AP U.S. History or 20th Century U.S. History	Government
Spanish 3 or 4, AP Spanish, or Art/Humanities/Dual Enrollment Elective	Art/Language/Humanities/Dual Enrollment Elective

Independent Study

Upper-class students may arrange an independent study project that would allow for an in-depth focus in an area of special interest with the approval of the Academic Dean. Independent Study Projects may be completed on or off campus. A contract for the Independent Study Project must be signed between the Academic Dean, a supervising faculty member, and the student. These partial semester, semester or year-long projects must offer significant learning experiences, and should neither duplicate on-campus courses nor repeat previous projects or summer job experiences. The student works closely with a supervising faculty member who serves as the principal point of contact, to whom the student reports the progress and results of the project. Students are expected to dedicate a minimum of three hours per week to their project.

Study Hall

Students have a two-hour study hall Sunday through Thursday evenings (in event of Saturday classes, study hall is also held on Friday evening). The goal is for all students to develop the skills and strategies necessary to productively use study hall time independently.

Monthly Check Period grades serve as an indicator of a student's ability to productively use their evening study time and leads to the assignment of one of four study designations by the Academic Dean.

Dorm Study: All students are on Dorm Study during the evening study hall block. Duty faculty will grant individual students permission to study in the library or computer lab at night during the designated study hall hours.

Independent Study Hall: As the school year progresses and a student continues to demonstrate a pattern of academic accomplishment in all classes, he or she becomes eligible for Independent Study Hall. Students

in the Independent Study Hall designation are allowed to self-schedule their study time and location so long as their academic performance demonstrates personal excellence, and there is no disruption to other students during evening study hall hours.

MASH (Make-up Assignment Study Hall): For those students who struggle to be independently responsible, they are subject to enrollment in MASH, an extra supervised study hall on the weekends or, if necessary, during a sports block.

Guided Study Hall: For students needing even more study support, their families are encouraged to enroll in Guided Study at an additional cost. Guided Study takes place in designated classrooms and is under the direct supervision of adult tutors. These trained professionals work directly with students in 1:1 to 1:3 ratios to help them plan their time, initiate and complete assignments, develop good study habits, and provide academic assistance.

Google Sites and Classroom

Hyde School utilizes Google Sites and Google Classroom in its academic program. These electronic management systems allow teachers to create and post assignments, videos or website links, make announcements, distribute assignments, communicate, and stay organized. These platforms allow teachers and tutors to easily track missing assignments. This teaching tool also allows teachers to provide direct, real-time feedback and assessments.

For students, these management systems increase engagement in the classroom and allow for improved time management and personal organization. Google Classroom allows students and faculty to experience an effective method of collaboration. Learning to use such platforms is critical for preparing students for today's college learning environment.

Academic Support

Building on Hyde's unwavering commitment to helping students realize their unique potential, Hyde's Academic Support Program emphasizes student ownership of the learning process. This program utilizes current research to create individualized strategies for students with specific learning challenges. The academic support team combines this knowledge with Hyde's commitment to develop independent learners and thinkers. This approach helps students build academic confidence and competence – building important strengths for college and beyond.

Personalized Academic Support for Students

The Hyde School Academic Support Program serves students who have particular learning needs* and who require additional support to find success in Hyde's rigorous college-preparatory curriculum.

The program provides learning strategies related to reading, writing, mathematics, organization, planning, study and test taking skills, homework completion, and additional support in other content areas.

Hyde's individualized areas of support offer multiple pathways for students to develop the academic confidence and ownership necessary for success in college and beyond. The Director of Academic Support works with the Academic Dean, classroom teachers, parents, and the student to design the appropriate level of support for each student.

**The program aids students with a variety of learning needs including: ADHD, Executive Functioning Disorder, and mild-specific learning disabilities.*

Areas of Support

1. **Learning Enhancement Services:** Learning Enhancement Services provide specific skill development in the areas of academic reading and writing, math fundamentals, executive function,

language development, and test-taking and study strategies. Students receiving Learning Enhancement Services meet in a structured, one-on-one or small group setting within the daily academic rotation. Led by Hyde faculty or highly qualified private tutors, these sessions typically replace a sixth class or study hall and work in alignment with the student's core classes.

2. **Evening Guided Study Hall:** Guided Study Hall meets five nights a week during scheduled evening study hours and is recommended for students needing a professionally-facilitated, structured, small-group setting to make good use of their study time. In addition to providing tutoring in specific content areas, tutors work directly with students on planning their time, initiating and completing assignments, developing good study habits, and providing academic assistance.

3. **One-on-One Tutoring:** Options for more targeted one-on-one tutoring (e.g., for specific assignments) are available upon request.

There is an additional fee for each of these three areas of support.

ESL Program

Hyde's ESL program provides assistance to English Language Learners for the purpose of integration and acculturation into mainstream classes. In all four critical English language skill areas – reading, writing, listening, and speaking – students learn study techniques, critical thinking skills, grammar and vocabulary development and application, and situational oral communication practices. Hyde has a variety of leveled courses designed to meet the needs of non-native English speakers.

College Counseling

Applying to college can be complicated and confusing—especially for students trying to balance the college application process with their school work, athletics, extra-curricular activities, and community service.

In Hyde School's College Counseling Workshop, seniors and postgraduate students meet one-on-one and in small groups to prepare for the college process. The College Counseling Workshop is a specific academic block where there is intensive preparation of all application materials; including the Personal Statement, Supplemental Essays, Resumes, and individual applications requirements. Students are additionally coached for the interview process, college visits, as well as setting career goals. Time is spent in both group and individual settings so that each student has a well-rounded list of appropriate colleges or universities to which they will apply resulting in a selection of well-matched acceptances. The College Counseling Office also assists students with SAT and ACT registration, Fee Waivers, and NCAA Eligibility.

With a college acceptance rate of 96 to 98 percent, Hyde's exceptional programming prepares all students of diverse backgrounds, skills, and needs for the challenges they will face in college and beyond.

Contact the Office of College Counseling

Tricia Uber
Director of College Counseling
tuber@hyde.edu

June Academic Onward

Academic Onward is a continuation of Hyde's college preparatory curriculum through the month of June. The program provides a structured opportunity for students to acquire learning strategies, improve course averages, and enhance learning skills and attitudes. Academic Onward is designed to serve three categories of students.

1. Currently enrolled students who seek/need to improve current-year course averages. By making up missed or substandard assignments and completing extra-credit assignments, students have the opportunity to increase an academic-year course grade. Students in this category will need, on average, one week of programming per course.
2. Students with credit deficiencies. By taking full or half-credit courses, students missing a full credit in one course or needing to add partial credit to more than one course will be required to participate in the entire four-week program.
3. All students who matriculate at Hyde School during late winter or spring will be required to participate in Academic Onward. This allows students to gain missing credits, while also providing new students to work on their leadership skills and commitment to personal excellence.

Maine Leadership Alliance: Dirigo, “I Lead”

Maine has a long history of leaders who display courage and integrity. They have excelled at working with others for solutions as well as standing alone on principle when important.

Hyde School has a history of helping students discover their unique potential. In order to become the best possible self, a person must develop an understanding of themselves, the presence to speak, and the grit and confidence to go the distance when the going gets tough.

This is what Hyde School calls Inner Leadership, and through the Maine State Leadership Alliance, students are asked to move past their comfort zone and contribute. Given the support of mentors, community leaders and peers, they undergo transformative change within themselves. They see leadership modeled first-hand by interacting with Maine entrepreneurs and organizations committed to leadership development.

Through these experiences, students gain the tools and the courage to step up and become leaders.

Maine Youth Leadership Day:

Each fall, Hyde School hosts a Maine Youth Leadership Day, where students from all over the state are invited to come to campus for the day and participate in workshops run by business and community leaders, as well as fellow student groups. A prominent Maine leader will kick off the day with an inspirational keynote address, and the day wraps up with a student-run panel, where all students are invited to participate. Past keynote presenters have included Senators Susan Collins and Angus King. Typically over 1,000 students from over 30 schools are in attendance and leave inspired, bringing back what they have learned at Hyde to their schools.

Hyde School Course Offerings 2017-18

English: (4 credits required)

- English 9*^H
- English 10*^H
- English 11*^H
- Journalism
- AP English: Language & Composition
- English 12*^H

Mathematics: (3 credits required)

- Algebra 1*^{# H}
- Algebra 2*^{# H}
- Algebra 2A
- Algebra 2B
- Geometry*^{# H}
- College Algebra[#]
- PreCalculus^H
- Calculus^H
- AP Calculus AB
- AP Calculus BC
- AP Statistics

History: (3 credits required)

- World History *^H
- AP Modern European History
- U.S. History*^H
- AP U.S. History
- 20th Century US History^H
- Government*^H

Science: (3 credits required)

- Biology*^H
- Chemistry*^H
- Environmental Science Topics^H
- Anatomy and Physiology^H
- Marine Biology^H
- Physics^H
- AP Physics I
- AP Environmental Science

ESL

- ESL: Basic Literacy
- ESL II: Intermediate Literacy
- ESL III: Advanced Literacy

Foreign Language: (2 credits required**)

- Mandarin I^H
- Mandarin 2/3^H
- Advanced Mandarin^H
- Spanish I^H
- Spanish 2^H
- Spanish 2 - Cultures
- Spanish 3^H
- Spanish 4^H
- AP Spanish

Electives: (3 credits)

Visual Arts:

- Foundations in Art
- Ceramics
- Woodworking
- AP Studio Art

Music:

- Introduction to Music and Songwriting
- Sound Engineering & Stage Production
- Advanced Music Theory & Performance

STEAM:

- Introduction to Computer Science
- Introduction to Robotics
- Graphic Design***
- Digital Photography***
- AP Computer Science A
- Innovation Lab / Maker Space
- Introduction to Architecture

Other:

- Sports Management
- Economics
- SAT Prep

* Denotes course required for graduation.

Course also taught as a self-paced independent challenge.

** Two years of same language required.

*** Dual enrollment course with college credit from Southern New Hampshire University.

^H Distinguished students can earn Honors designations in most non-AP courses, even without a separate course section.

Independent Studies in other subjects are granted upon approval of the Dean of Academics.

Course Descriptions

English Department

Mission Statement

The study of English seeks to create a dialogue between the student and language through literature, drama, poetry, and other media. As the act of storytelling is central to the human experience, this is a lifelong relationship. Students are encouraged to develop habits of thoughtful reflection, critical analysis, creativity, fearless imagination, rigor, and clear expression of their emerging voices. Above all, this course of study provides a space where students may examine their sense of conscience and compassion through their growing understanding of community, world, and self.

English 9

This course introduces students to a variety of literary genres, including short stories, novels, and drama. This course emphasizes personal writing and class discussions as effective means of exploring literature. Students' study of language and literature emphasizes a strong review of grammar and usage, as well as sentence structure and paragraph form. Students practice writing, speaking and listening in small and whole group projects. Their reading and study skills are strengthened throughout the year. Students also write essays of literary analysis, beginning with paragraphs and progressing to the multi-paragraph theme.

English 10

In this course, using the underlying questions of “Who am I?” and “How do I define my identity?” students will explore the intricacies and complications that accompany our preconceived responses to such questions. Passing our understanding of such terms as “individuality,” “conformity,” and “normalcy” through lenses of gender, class, race, age, and morality, students will develop a vocabulary and methodology to critique and grapple with these issues. As a class, we will seek to develop dynamic definitions for these terms through rigorous discussions, while identifying the key strategies such writers as Franz Kafka, Ernest Hemingway, J.D. Salinger, Arthur Miller, Sandra Cisneros, and Ray Bradbury use to explore these topics. Through analyzing the techniques of these authors, students will grow as both critics and authors, always while striving to develop their own voice as a writer.

English 11

While reading essays, novels, and poetry, students learn to critically evaluate a range of literary themes and concepts. Students aim to improve their reading, writing, vocabulary and grammar skills through a range of methods and specific instructional strategies. Along with this, students compose persuasive, expository, and research based essays. Additional activities will require students to create oral presentations either individually or as a

member of a group and collaboratively create reading based projects.

AP English Language and Composition

Juniors in AP Language and Composition class are challenged to engage as readers, writers, speakers and problem solvers in their world. The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. Over the course of the year, students uncover and polish their own powers of communication through discussion and debate, building vocabulary, and engaging in an intensive speaking, writing and revision process.

Writing Enhancement

Writing Enhancement allows students to strengthen their foundational writing skills at a level that recognizes their maturity. Students will focus on reinforcing their writing fundamentals; including sentence structure, punctuation, capitalization, subject-verb agreement, paragraph structure, self-editing, and proofreading. The class will also focus on advanced writing with an emphasis on grammar and convention skills. Students will also create a personal statement applying knowledge gained in class. This course has open-enrollment each trimester and is designed for students who want/need to improve their writing skills.

English Elective: Journalism

This Journalism course introduces students to the cultural importance of media and mass communication systems in America. Beginning with ethics in journalism, students will study the social role of the media through reading, writing, and classroom discussion. Course topics may include: race, ethnicity, gender, and community, state, and worldwide affairs. Students will engage in a range of communication systems, such as the blog, the vlog, or the alternative weekly. Students will also be required to write their own blogs, editorials, features, lifestyle features, reviews, and more. At the term's end, each student will submit a portfolio of their written work, requiring them to apply the principles of ethics and editing studied throughout the term.

English 12

The senior/PG year, specifically through English 12, provides an opportunity for students to excel by creating independent, thoughtful, critical thinkers who possess and practice the following skills: the ability to analyze situations, assess what they believe to be right, and the courage to take action. The instruction of writing serves as the foundation of the class, as the concepts and skills associated with written expression are relevant to the human experience - the authorship of our own lives. Until now, the seniors' "stories" have been largely written by

others. Through exploring whether they are merely another character in someone else's story or an author ready to pick up the quill, they question their readiness to find their voice - their words. Emphasis is placed on reflecting, analyzing, and connecting the course's theme with essential language skills through a multi-media approach: reading, writing, listening, viewing, and creating.

ESL (English as a Second Language)

Hyde's ESL program provides assistance to students' integration and acculturation into mainstream classes. In all four critical English language skill areas, reading, writing, listening, and speaking, students learn study techniques, critical thinking skills, grammar and vocabulary development and application, and situational oral communication practices. Hyde has a variety of leveled courses designed to meet the needs of non-native English speakers.

ESL I: Basic Literacy

This course introduces students to basic structures and vocabulary of the English language through the skills of reading, writing, speaking, and listening. Students learn strategies in order to advance their reading, listening, and pronunciation skills. They expand oral comprehensibility and write complete sentences, a standard paragraph, and short content-based essays. They utilize level-appropriate conventions of grammar and punctuation with a focus on improvement, confidence and communication ease.

ESL II: Intermediate Literacy

This course provides English language learners the opportunity to build upon the skills gained in ESL I: Basic Literacy. Students practice communication through writing and active reading strategies as they explore texts, such as current news publications, as well as works of fiction and nonfiction. Feedback and coaching are provided to guide students towards improvement in specific challenge areas.

ESL III: Advanced Literacy

In ESL III: Advanced Literacy, students continue to hone their English speaking, listening, reading, and writing skills. In addition to practicing communication through active writing and reading, they also spend time preparing for the American university application process by working on application essays and other related tasks. Whole group lessons and activities are balanced with individual student-teacher sessions.

Mathematics Department

Mission Statement

The mission of the Mathematics Department at Hyde is to promote our students' growth as problem solvers and critical thinkers. We aim to foster an appreciation for mathematical subjects and mindsets as well as to challenge our students in effectively communicating their understanding of those subjects. The focus of the mathematics curriculum at Hyde is geared toward real world applications and experienced-based understanding of course materials so that students may apply what they learn toward topics beyond the classroom.

Algebra I

Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: operations with real numbers, linear equations and inequalities, relations and functions, polynomials, algebraic fractions, and, nonlinear equations.

Geometry

This course will introduce the study of points, segments, triangles, polygons, circles, solid figures, and their associated relationships as a mathematical system. Emphasis is placed on the description and use of inductive, deductive, and intuitive reasoning skills. Powers of abstract reasoning, spatial visualization, and logical reasoning patterns are improved through this course. Points, segments, polygons, circles, and solid figures are the structures studied. Algebra I skills are used throughout this course.

Algebra 2

This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, and concepts, including the study of trigonometric functions. This course allows the student to develop a mastery of algebraic techniques and a thorough knowledge of elementary functions and the graphs of these functions.

Algebra 2A

This course is appropriate for students who have had limited success in Mathematics. The course is paced and structured such that students have time to review previous material, receive more structure and guidance, and develop depth of understanding. The course will review some Algebra I topics and introduce Inequalities, Functions Linear equations, Rational Equations, Variation, and Radical Expressions. This course should be followed by Algebra 2B.

Algebra 2B

This course is appropriate for students who have had limited success in Mathematics and have

completed Algebra 2A or similar. The course is paced and structured such that students have time to review previous material, receive more structure and guidance, and develop depth of understanding. The course will review some Intermediate Algebra topics and introduce Quadratic and Polynomial Functions, Conic Sections, Logarithms and Exponential Functions and Sequences and series. The course is designed to prepare students for college Math and Statistics requirements for most humanities and social science students.

College Algebra

CAT is an extension of the concepts involved in Algebra 2. This course is designed for the student who does not intend to participate in Calculus or Statistics track courses. The course will involve a thorough review of Algebra 2 skills and concepts, and a framework of analytical skills. Topics of study include algebraic equations and inequalities, absolute value, polynomial, rational and exponential functions, systems of equations and inequalities, and trigonometry.

Pre-Calculus

This course is designed to cover topics in Algebra ranging from polynomial, rational, and exponential functions to conic sections. Trigonometry concepts such as Law of Sines and Cosines will be introduced. This class is important for any student planning to take a college algebra or college pre-calculus class.

Calculus

This course is designed for students who have completed courses in pre-college mathematic curriculum. Students will cover topics including limits, derivatives, applications of derivatives, definite and indefinite integrals, applications of integration, and the Fundamental Theorem of Calculus.

AP Statistics:

In AP Statistics, students are introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics for this course include exploring data, experimental design, probability and simulation, and statistical inference. This course is designed to prepare students to take the AP Statistics exam.

AP Calculus AB

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions

AP Calculus BC

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and

introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

Science Department

Mission Statement

Hyde School's Science Department endeavors to give students broad exposure to traditional science fields and increase their overall science literacy. Class lectures, interactive lessons, group projects, field trips, and laboratory experiments combine to form a strong foundation of skills and knowledge with the intent that students will pursue further study in the physical and natural sciences. “

Biology

Biology introduces students to habits of observing, critiquing, and relating general biological topics to the living world around them. They begin to see behaviors and attributes as adaptations to survival and reproduction, and then to apply these concepts to vertebrate anatomy, cell physiology, health, plant biology. Students become familiar with the adaptive strategies of the full range of life forms. Concepts and terminology are perceived as tools for understanding the complexity of their own lives as they exercise their skills in writing, presenting, analyzing, and applying material from the class, the text, research, and their own experiences.

Chemistry

This course provides an opportunity for students to understand the nature of chemistry through exploration, experimentation, student directed projects, and a rigorous study of scientific principles related to the study of matter. Course content will include atomic structure and theory, chemical composition, bonding, and chemical reactions. In addition to gaining knowledge about matter and chemistry, students focus on improving academic skill, as well as developing tools that will be useful for their future as learners.

Environmental Science Topics

This course surveys key topic areas including the application of scientific process to environmental analysis, ecology, energy flow, ecological structures, earth systems, and atmospheric, land, and water science. Topics also include the management of natural resources and analysis of private and governmental decisions involving the environment. Students explore actual case studies and conduct hands-on research activities. Students also learn that political and private decisions about the environment and the use of resources require accurate application of scientific processes, including proper data collection and responsible conclusions.

Anatomy and Physiology

Anatomy and Physiology is a laboratory science course that takes a comprehensive approach to the human body and how it works. The areas covered include medical terminology, basic chemistry, cell and tissue structure, and the I I systems of the human body (integumentary, skeletal, muscular, nervous, endocrine, circulatory, lymphatic, digestive, respiratory, urinary and reproductive). The goal is to integrate a lecture based class with hands on learning through dissection, movement, exercise.

Marine Biology

Marine Biology is an elective course designed for students with a special interest and high motivation for an in-depth study of marine biology. This course focuses on the identification, classification, and interaction of marine organisms. Scientific inquiry and understanding about inquiry is emphasized through practical implications and meaningful applications.

Physics

This course is intended to stress the physical aspects of science and the further development of scientific reasoning. The fundamental concepts dealing with mechanics, heat, light, sound, electricity, and nuclear physics are investigated through extensive use of laboratory exercises and computers. Physics course work requires students to demonstrate fairly advanced math skills as the math level is rigorous.

AP Physics I

AP Physics I is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.

AP Environmental Science

The AP Environmental Science course is the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

History Department

Mission Statement

The History Department at Hyde School offers a dynamic approach to the study of our past and makes frequent and deliberate connections to our future. The purpose of the curriculum is to offer both broad and focused views into humanity's development and to challenge perceptions through Hyde's focus on character. Through the variety of courses offered, the unique and creative approaches of the History Faculty, and the rigorous integration of technological resources and myriad opportunities to express deep comprehension, the History Department at Hyde School seeks to guide students in a process of critical discovery and self-evaluation in keeping with our commitment to "Writers, Thinkers, and Problem Solvers".

World History

World History is a year-long required survey course that explores the key events and global historical developments since 1350 A.C.E. that have shaped the world we live in today. The scope of Modern World History provides the latitude to range widely across all aspects of human experience: economics, science, religion, philosophy, politics and law, military conflict, literature and the arts. The course highlights connections between our lives and those of our ancestors around the world. Students uncover patterns of behavior, identify historical trends and themes, explore historical movements and concepts, and test theories. Students refine their ability to read for comprehension and critical analysis; summarize, categorize, compare, and evaluate information; write clearly and convincingly; express facts and opinions orally; and use technology appropriately to present information.

AP Modern European History

AP Modern European History is a college-level course in European politics, social history, economics, philosophy, and arts from 1450 to the present. Students receive a brief overview of each topic before they engage in the reading of a chapter. Students are encouraged to be involved in discussions and activities as well as preparation for the AP exam. Preparation includes an in-depth understanding of the Document Based Question where the student will become proficient in analysis of historical documents. Reading and writing requirements focus on firsthand accounts of history, including documents, maps, statistical tables, works of art, political cartoons and fiction, and will require analytical thinking.

US History

This course concentrates on the politics and economics of the United States, as well as the areas of military conflict, technology, popular culture, and geography. Some of the major units to be studied are: Exploration and Colonialization; Constitutional history; Jeffersonian and Jacksonian democracy; the Antebellum South and Slavery; the Civil War and Reconstruction; Industrialization and Immigration; the Progressive Era and World War I; the Roaring Twenties and the Great Depression; World War II; the Cold War; domestic policies of Twentieth century presidents; and 20th Century Civil Rights movements. Various individual leaders and their personalities are also discussed.

AP US History

AP US History focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and the development of students' abilities to think conceptually about U.S. history from approximately 1491 to the present. Seven themes of equal importance – American and National Identity; Migration and Settlement; Politics and Power; Work, Exchange, and Technology; America in the World; Geography and the Environment; and Culture and Society — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

20th Century U.S. History

This course encourages students to think about history critically and to question our understanding of the past. Students consider the roles of policymakers, leaders, laborers, families, minorities, and citizens of other countries in shaping how the United States of the 21st century looks and operates. The class uses selected events and characters from the twentieth century to hone their analytical reading, writing, and research skills and to reflect on the American experience. In this course, the class will continue to work on the essential skills of the historian: summarizing, drawing conclusions, comparing and contrasting, analyzing cause and effect, hypothesizing, and making inferences.

Government

Throughout Hyde School's history, the study of Government as it relates to self and community is a seminal part of the Senior Year experience. As stated in Hyde: Preparation for Life, "Government teaches us about our responsibilities to community ... [it] helps us become part of the great American experiment committed to the dignity and worth of all individuals." Government provides students the opportunity to explore the notion of "big citizenship" – what it means to be a part of something bigger than self.

Using the Constitution as our guide, students critically analyze relevant theories and concepts, apply them to historic and current events, and develop connections across Hyde's curriculum. Students study the governmental institutions provided by the Constitution (Legislative; Executive; Judicial), as well as major institutions not written in the Constitution (media; political parties; interest groups). The goal of Senior Government is not to tell students "what" to think; instead, the goal is to teach seniors "how" to think in order to strengthen their capacity for reasoned judgment.

Students in Senior Government are assessed not only on their academic performance, but also on their contributions to the Hyde community (both inside and outside the gates) and their commitment to Hyde's words, principles, and inner leadership deliverables.

Languages Department

Mission Statement

The Hyde School Language Department systematically and sequentially develops the basic skills of language acquisition: Reading and listening comprehension, articulation, writing, and conversation. Through this evolving attainment of a foreign language, students begin to appreciate the various cultural and geographical settings in which the language is used, as well as the historical and present context of its expression.

Spanish I

This course provides students with a general introduction to the Spanish language: sound system, pronunciation, functional vocabulary related to everyday life, cultural information and basic grammatical structures. Emphasis is on the acquisition of four skills: listening, speaking, reading and limited writing.

Mandarin I

This course is an introduction to beginning Chinese. It introduces 350 Chinese characters that are frequently used in everyday Chinese culture. Students develop their language skills in listening, speaking, reading and writing through participating in various class activities and group projects. This course also teaches Chinese culture, art, literature and history which helps students interact with a Chinese native speaker effectively.

Spanish 2

Building on skills developed in Spanish I, this course provides instruction in more complex grammar and more advanced oral and written expression in the language. Major goals of this course include developing stronger abilities to read and to present knowledge in both oral and written form with clarity, purpose, and understanding. As a class, we will learn about other Spanish-speaking cultures which will require students to evaluate contexts, perspectives, and assumptions as to why Spanish is an important, wide-spread language in the world today.

Spanish 2 - Cultures

This course is designed to provide students who have difficulties in one or more of the language systems — reading, writing (especially spelling and grammar), listening, speaking — an alternative approach to completing their two-year foreign language requirement. The course adapts the Spanish 2 curriculum by reducing the syllabus to the essential elements, slowing the pace of instruction, reducing the vocabulary demand, providing constant review and incorporating as much visual/tactile/kinesthetic (i.e. multisensory) stimulation and support as possible.

Mandarin 2/3

Mandarin 2/3 is a continuation of Mandarin I. The course continues to focus on speaking, listening, reading, and writing. Chinese culture is discussed in depth and integrated into each unit.

Students increase vocabulary and recognize and write more characters and create more complex sentences with correct grammatical structures.

Spanish 3

The emphasis in Spanish 3 is on understanding and developing the ability to use correctly, previously learned grammatical concepts, along with new aspects of Spanish grammar, to attain proficiency in Spanish. Students will therefore express themselves both orally and in writing at a more advanced level. Through listening, speaking, reading, and writing the target language, students will build additional vocabulary and grow their knowledge of the culture, history, arts, traditions, and peoples of the Spanish-speaking world.

Spanish 4

This course continues covering, more in depth, culture and Spanish Literature by presenting more advanced vocabulary, grammatical concepts, writing, and conversational skills. All grammatical concepts are thoroughly reviewed and expanded where students will be applying these to writing compositions. Reading strategies and fundamentals of formal composition are introduced in conjunction with level-appropriate literary selections. The Spanish IV class is conducted almost exclusively in Spanish. Throughout their years of preparation for Spanish IV course in the Spanish Language, the students are expected to practice Spanish as their level allows with designated partners, other classmates and teachers.

Advanced Mandarin

This course is designed for students who successfully completed Mandarin I and 2/3 courses. As an advanced course, students continue to develop listening, speaking, reading and writing skills. They also learn more complex grammatical structures and sentence patterns to communicate on familiar topics through interaction and description. Students also gain Chinese cultural knowledge and acquire preliminary cross-cultural awareness and international perspective

AP Spanish Language and Culture

This AP Spanish Language and Culture course is conducted primarily in Spanish with authentic materials from the Spanish-speaking world, and it is equivalent to a third year college course in Advanced Spanish writing and conversation. This course is designed to provide students with various opportunities to further improve their proficiency in listening, speaking, reading, and writing skills to be ready for the AP Spanish Language and Culture Examination. The instructional philosophy of this course includes the integration of the four required language skills that are critical to the successful usage of Spanish: reading, writing, speaking, and listening.

Visual Arts Department

Mission Statement

The Visual Arts program emphasizes the development of each student's creativity, artistic skills, and analytical thinking, emphasizing process over product. The mission of the Visual Arts program is to make the artistic process available to all students and levels through the cultivation of an environment which supports the student's creative growth and personal expression through exploration of various mediums and materials.

Foundations in Art

This course is for the student who has an interest in the visual arts, yet minimal art experience, or little or no formal art training. The student explores many processes, concepts, and artistic principles. Students are then be able to move on to specific interest areas in the art curriculum.

Woodworking

This woodworking course introduces students woodworking using a variety of power and hand tools. Students implement constructions and joinery techniques in design projects. No prior woodworking experience needed.

Ceramics

This intermediate-level ceramics course focuses on developing skills in working with clay, including hand-building, wheel-throwing, glazing, and firing techniques. Students focus on design, emphasizing the interaction of the user with the object.

AP Studio Art

Advanced Placement Studio Art is an honors-level class set up to prepare and develop portfolios for the AP review. Rigorous, yet self-driven, students are encouraged to develop their own voice and style through a variety of art practices and mediums. The fall term will be centered on creating 12 pieces for the breadth section of the portfolio, while the rest of the year is centered on developing a set of twelve concentration pieces that deeply explore and investigate a theme. Studies of art history, art criticism, and group discussions takes place in conjunction with studio projects. AP students are required to display their artwork and participate in an art exhibit in the local community.

Music Department

Mission

The music department seeks to provide students with opportunities to learn and develop their musical interests and talents. Through courses, workshops, field trips and campus activities, students are able to participate in several different ways, including school-wide performances and songwriting workshops with professional musicians. All of this supports the school's unique emphasis on music and performance as seen in the annual auditions and all school performing arts show. Creativity and expression are emphasized alongside discipline and work ethic.

Introduction to Music and Songwriting

This course is designed for students with or without prior experience in performing and/or creating and writing music. Students study music theory, write and perform their own music, and develop increased mastery of playing musical instruments.

Advanced Music Theory and Performance

Advanced Music Theory and Performance builds upon a student's introduction to music with advanced music theory and performance topics such as rhyming, lyrics, mood, melody, harmony, tension, consonants, movements, and chords.

Sound Engineering and Stage Production

In this course, students learn the technical skills necessary to support a staged production, including operating a sound mixing board; installing and arranging stage lighting; supporting performers on stage; and recording live and studio performances.

STEAM

Science – Technology – Engineering – Arts – Mathematics

Introduction to Computer Science

This gives students a broad understanding of the fundamentals of computer programming and object-oriented design principles. Students learn to write, design and execute programs, understand fundamentals such as data types, variables, and arithmetic and logic operators. The focus of the class is on principles of problem solving and basic concepts including control structures, methods and functions, data structures, encapsulation and algorithms. There are no prerequisites for this class, but a strong understanding of basic mathematics (successful completion of Algebra I and/or Geometry) is recommended.

Introduction to Robotics

This course offers students experience with all aspects of designing, constructing, programming and running robots of their own creation. The class uses the Lego Mindstorm kits and Robolab software for basic instruction and the RoboRio/Java driven First FRC package for competition. Students work hands-on, both alone and in teams, to design, build and program their robots as well as follow a disciplined documentation protocol to document their designs and progress. There are no prerequisites for this class, but a strong understanding of basic mathematics (successful completion of Algebra I and/or Geometry) is recommended. The winter trimester of this course includes competing in the First FRC Robotics competition on a student designed and students constructed, full scale robot.

Introduction to Architecture

In Introduction to Architecture, students are involved in an introductory design studio aiming to develop spatial thinking and the tools necessary to the design of architectural space and form. Students discover architecture by means of drawing, analysis, and our own personal representations of the surrounding world. Students are introduced to different descriptive and analytical styles and techniques to help develop their own style of critical analysis. Techniques are learned through freehand drawing, orthographic projection, isometric and axonometric drawing, basic computer skills, model building, and basic materials investigation.

Graphic Design (Dual Enrollment)

This course is an introduction to the principles and practices of graphic design. Students are introduced through lecture, demonstration, and hands-on computer work to the basic elements of graphic visual communication. Adobe Illustrator is used as a primary tool in exploring visual perception through a variety of creative exercises that familiarize the student with basic visual principles such as figure/ground manipulation, shape grouping, letterform shape creation, and grid and system creation. Formal elements of graphic design such as line, shape, color, texture, pattern, balance, symmetry, scale, rhythm, space and unity are thoroughly explored by example and hands-on computer exercises. Special topics included are designing with type, layout strategies, logo design, symbol and pictogram

development and stationary systems.

Pre-requisites: Payment of \$100.00 application and credit fee to Southern New Hampshire University, Approval from instructor and Dean of Academics

Digital Photography (Dual Enrollment)

This course is a college-level introduction to digital photography. Technically, students will learn to operate a DSLR manually, shoot photographs in a variety of settings, and edit images with Adobe Photoshop, Bridge, and Lightroom. Aesthetically, the class will cover image composition, lighting, and principles of design. It is highly suggested the student has his or her own camera for the class.

Pre-requisites: Payment of \$100.00 application and credit fee to Southern New Hampshire University, Approval from instructor and Dean of Academics

AP Computer Science A

In fall 2016, the College Board launched AP Computer Science A. This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. AP Computer Science A is designed to create leaders in computer science fields and attracting and engaging those who are traditionally underrepresented with essential computing tools and multidisciplinary opportunities.

Innovation Lab / Maker Spaces

Innovation Lab topics will change from year to year. Because Innovation Labs are dynamic, problem-solving projects rather than typical content-driven classes, we offer here descriptions of the issues and work undertaken by the instructors — their obsessions, really — rather than conventional course descriptions. Students and instructors will work together to define the courses and chart a path for the academic year.

Additional Electives

Sports Management

This introductory course emphasizes the management of principles related to the business of sports. It includes personnel, programs, marketing, media, financial management and an overview of career possibilities in this growing field. The course goals are to provide students with an understanding of how basic principles and structures in management, marketing, law, finance and ethics interrelate as components in the overall operation of sport management. Furthermore, students will gain an understanding of the historical evolution of professional sport management practice, current issues and future trends in the various sectors of the sport industry and career opportunities available in sport management. This course will enhance the student's written and verbal communications skills, critical thinking skills, and their ability to discuss and formulate a position on ethical dilemmas in sport management.

Economics

The course focuses on how individuals, firms, households and the government make economic decisions. Students develop an understanding of basic economic theory in order to become more knowledgeable consumers. Students study the concepts of utility, scarcity, supply and demand, markets, business firms, competition, labor, agriculture, monopolies, and government policy. Students use their understanding of economic theory to analyze current economic conditions and events. This course also scrutinizes how economic decisions are made in the marketplace. Through a variety of exercises, students analyze how firms use the forces of economics to compete and earn a profit.

SAT Prep

The course will cover SAT test taking strategies, extensive practice with math concepts, the most frequently tested grammar topics, critical reading methods, specific methods and strategies for answering multiple choice questions, essay analysis and style, as well as the introduction to the best available apps and online practice materials.

Our SAT tutor is Hyde faculty member, Sean Condon. He has valuable experience with test prep. Prior to joining the Hyde team, he taught courses for all the major admissions tests, including the SAT, GRE, GMAT and LSAT. Mr. Condon was the recipient of Kaplan's teacher of the year award. He has already been successful helping Hyde students to improve their scores.

Hyde Schools 2015-2017 College Acceptances

Graduates in the classes of 2015, 2016 and 2017 were admitted to the following institutions:

Alfred University
American University
Arizona State University
Assumption College
Augsburg College
Ball State University
Beacon College
Binghamton University
Boston College
Bowdoin College
Bowling Green State University
Bradley University
Brevard College
Bryant University
Butler University
Cabrini College
Carroll College
Castleton University
Cazenovia College
Centenary University
Central Connecticut State University
Champlain College
Chapman University
Clark University
Coastal Carolina University
Colby College
Colby Sawyer College
College of Charleston
Columbia College
Columbia College Chicago
Curry College
Dennison University
Drexel University
Eastern Connecticut State University
Eckerd College
Elon University
Emerson College
Emmanuel College
Endicott College

Fairfield University
Flagler College
Florence Institute of Design International
Florida Atlantic University
Florida Southern University
Florida South Western State College
Florida State University
Fordham University:
Lincoln Center Campus/Rose Hill Campus
Franklin Pierce University
Gettysburg College
Goucher College
Hartwick College
Hawaii Pacific University
High Point University
Hobart and William Smith Colleges
Hofstra University
Husson University
Indiana University at Bloomington
Ithaca College
James Madison University
Johnson & Wales University:
Providence, North Miami
Juaniata College
Keene State College
Kettering University
Lake Forest College
La Salle University
Lasell College
Lesley University
Lewis & Clark College
Loyola Marymount University
Loyola University New Orleans
Lynn University
Maine Maritime Academy
Marist College
Marymount University
Massachusetts College of

Pharmacy & Health Services
Massachusetts Maritime Academy
Merrimack College
Miami University, Oxford
Michigan State University
Monmouth University
Mt. Ida College
Muhlenberg College
New College of Florida
Newbury College
Nichols College
Northeastern University
Northern Michigan University
Ohio Wesleyan University
Old Dominion University
Pennsylvania State University - All Campuses
Philadelphia University
Pine Manor College
Plymouth State University
Providence College
Purdue University
Quinnipiac University
Regis College
Regis University
Rensselaer Polytechnic Institute
Rhodes College
Rivier University
Rochester Institute of Technology
Roger Williams College
Rollins College
Ryerson University
Sacred Heart University
St. Joseph's College – ME
St. Joseph's University
Saint Leo University
Saint Louis University
Saint Michael's College
San Diego State University
Sault College of Applied Arts and Technology

Savannah College of Art and Design
Schreiner University
Seattle University
Shenandoah University
Sienna College
Sonoma State University
Southern Methodist University
Southern New Hampshire
University
Southwestern University
Springfield College
Stevenson University
Stetson University
St. John's University - Queens
SUNY Albany
Suffolk University
Syracuse University
Temple University
Texas A & M University
The Citadel
The College of New Jersey
The University of Alabama
The University of Arizona
The University of Georgia
Thomas College
Trinity College
University of California:
Davis, Irvine, Merced, Riverside,
San Diego, Santa Cruz
University of Chicago, Illinois
University of Colorado at Boulder
University of Connecticut
University of Denver
University of Hartford
University of Kentucky
University of Maine
University of Maryland, College
Park
University of Massachusetts:
Amherst, Boston, Lowell
University of New England
University of New Hampshire at
Durham
University of New Haven
University of North Carolina,
Asheville
University of North Texas
University of Oregon
University of the Pacific
University of Pittsburgh
University of Redlands
University of Rhode Island

University of South Carolina
University of Southern Maine
University of Tampa
University of Tennessee, Knoxville
University of Vermont
University of Washington
Virginia Commonwealth University
University of Virginia
Wake Forest University
Washington & Jefferson College
Wentworth Institute of Technology
West Virginia University
Wheaton College (MA)
Wheelock College
Whittier College